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ABSTRACT

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for December 1-17, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: World AIDS Day, World Trade Organization protests in Seattle, and path to peace in Northern Ireland, (December 1-3); the fifth attempt to communicate with the Mars Polar Lander, the fate of the Mars Polar Lander, Russia's ultimatum for Chechnya, Mideast peace talks, and tension between the United States and Russia amid the conflict in Chechnya (December 6-10); Russian troops in Chechnya, Convention on the Rights of the Child, U.S. relinquishes control of the Panama Canal, Israel-Syria talks, and Macau transition to Chinese sovereignty (December 13-17). (AEF)

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CNN Newsroom Classroom Guides
December 1999

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CNN NEWSROOM Guide

December 1, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

Top Story ... 04:35... 06:10
December 1, 1999 marks the 12th annual World AIDS Day.

YOUR DAILY DESK ... 01:00... 07:10
Business Desk ... 01:45... 08:55
High-tech tags let customers know if food is fresh.

WORLDVIEW ... 00:55... 09:50
Y2K: South Africa and Y2K ... 03:20... 13:10
Some South Africans are preparing for the worst from Y2K.

Taking Care of Business ... 03:00... 16:10
Past symbols of oppression are today's souvenirs.

Around the World ... 03:00... 19:10
Ford embarks on a global ad campaign.

NEWSROOM CHRONICLE ... 00:35... 19:45
Teen AIDS Talk ... 02:00... 21:45
In the U.S., teens are teaching their peers about the risks of HIV and AIDS.

Man vs. Nature: Panama Canal ... 05:50... 27:35
The Panama Canal is one of the world's greatest engineering feats.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

Top Story : World AIDS Day

1. When was the first World Aids Day observed? What was its purpose? In what ways is this day observed around the world? What prominent international organizations endorse World Aids Day? What were some of the themes of past Aids Day observances? What is the theme this year? Do you think this is an appropriate theme? Why/why not?

2. How many people are infected with HIV? How many people have died from AIDS? According to UNAIDS, "95% of HIV sufferers live in poor countries." Why is this so? In your opinion, how should the international community deal with this dilemma?

3. Discuss how AIDS attacks the body's immune system. What is HIV? How is it transmitted from person to person? When was the AIDS virus first discovered? What are "protease inhibitors"?

4. Generate a class discussion about HIV, the virus that causes AIDS, and how it is different from a bacterial infection. Then have students work in groups to conduct research on viruses and bacteria. Direct each group to create a chart or graphic comparing viruses and bacteria and the treatment of diseases caused by each. Have groups share their findings. When confronting epidemics in the past, humans have been able to devise vaccines and cures for bacterial diseases. In spite of advancements in technology and medicine, the battle against AIDS appears to be extremely tough. Why do students think this is so?

LINKS:
http://www.unaids.org/wac/1999/index.html
http://www.pta.org/events/wad.htm
http://www.drgreene.com/infectious_diseases.html
http://www.pbs.org/wgbh/amex/influenza/
http://cgi.pathfinder.com/time/magazine/1998/dom/980223/cover4.html
http://www.cellsalive.com/

EDITOR'S NOTE:
AIDS
HIV
pandemic
UNAIDS

YOUR DAILY DESK

Business Desk : Food Tags

1. What companies developed the high-tech food tags seen in the video? What is the purpose of the tags? How do they work? What businesses are using the tags? Do you think this is a good idea? Explain.

2. Are there any downsides to the use of these food tags? Explain. According to the video, analysts say that if the technology is available, sooner or later consumers will demand the truth about the freshness of their food. Do you agree or disagree with this statement? Explain. In what other ways might consumer demand impact the direction of food safety in the food service industry?

3. This time of year, many food service businesses are busy planning for increased demand due to holiday parties. Challenge students to think like food service professionals: Remind them that they must balance the safety and health of their customers with their quest for business profitability. Divide the class into small groups. Have each group plan a menu for a large gathering, such as a catered party or a restaurant buffet. In each case, have the group research the ingredients for each menu item, price the ingredients, and determine any food safety concerns and how they will be addressed. Have each group present its menu and discuss the health and business challenges it faced in the menu's creation.

4. Food tags are one attempt some businesses are using to promote food safety. What are some things consumers can do to protect themselves from food-borne illnesses? Have students work in groups to conduct research about the role of the consumer in promoting food safety. Groups will want to consider questions such as: What are the best ways to handle meat and fish? Under what conditions should these perishables be stored? How can a consumer tell if vegetables are fresh? Have each

group share its findings. Invite a local food retailer or restaurant owner to class to discuss other things consumers can do to assure that the food they purchase and eat is safe.

5. Have students check the local newspaper to see if it publishes health ratings of local eating establishments. If so, what categories are listed? Discuss some health and safety factors customers should take into account when considering where to eat out.

LINKS:
http://vm.cfsan.fda.gov/list.html
http://www.foodsafety.gov/
http://www.foodsafety.gov/~fsg/fsgadvic.html
http://www.kdhe.state.ks.us/fpch/sizeup.html
http://vm.cfsan.fda.gov/~dms/seniorsd.html

EDITOR'S NOTE:
gourmet
perishable
E.coli
salmonella
listeria
freshness labels

WORLDVIEW

Y2K: South Africa and Y2K : Y2K: South Africa and Y2K

1. Describe some of the things "Ed" is doing to prepare for Y2K. What items is he stockpiling? What is he doing to insure self-sufficiency? What does "Ed" believe about the ability of most South Africans to take care of themselves? How do most of "Ed's" neighbors view him? Do you think "Ed" is overreacting or do you think he is wise to be so prepared? Explain.

2. In the video "Ed" states that "there's going to be the problem of anarchy..." Generate a class discussion about the meaning of the term "anarchy." Next, have students work in groups to research South Africa's current political system and any challenges to that system. Share group findings in class discussion. Do students agree or disagree with "Ed's" prediction of anarchy? Discuss.

3. While many international governments have declared their computer systems are Y2K ready, some have yet to issue official statements on the issue. Ask students to consider how others' perception of Y2K readiness could affect a country both politically and economically. Direct students to the third website below to see how some people have reacted to a report on South African Y2K readiness. Discuss the possible political and economic ramifications for countries that have not assured others that they are Y2K compliant.

LINKS:
http://www.cassandraproject.org/
http://newyork.bbb.org/library/publications/subrep213.html
http://zdnet.co.za/pcmag/special/y2k/index.html

Taking Care of Business : World Souvenirs

1. Who are the "woodpeckers" of the Berlin Wall? How are they "chipping off a living at (Eric) Honecker's expense"? The reporter refers to what they chip off the Wall as "jagged geopolitical

souvenirs." What do you think this means?

2. What becomes of the pieces of the Wall that the woodpeckers chip away? Where is the largest piece of the Wall located? Is this Berlin's largest souvenir of the Communist Era? Explain. Where can tourists find momentos of this tower? What other images of the Cold War are now souvenirs? What is the irony of this situation?

3. Why do students think people might want a piece of the Berlin Wall? Would they be interested in purchasing such a souvenir? Why/why not? What other artifacts might some consumers be willing to purchase in order to own a piece of history? Divide the class into groups, and challenge each to come up with one historical souvenir to market to the class. The websites below may give groups some ideas. Have each group create a full- page newspaper ad or a 30-second scripted television commercial for its historical souvenir. Conclude with a discussion of the presentations. Do students think selling historical artifacts is good business or a violation of their true value?

LINKS:
http://userpage.chemie.fu-berlin.de/BIW/wall.html
http://www.space1.com/resource/page2.htm
http://legacyofmpls.com/miscellaneous.htm
http://www.thedropzone.org/artifacts/default.html

Around the World : Ford Global Ad

1. What is "Just Wave Hello"? Why do you think Ford refers to it as a "global anthem"? What is roadblocking? How is Ford's attempt at roadblocking a first? Approximately how much will this global roadblock cost Ford? Do you think this is a wise investment? Why/why not?

2. What else has Ford done in recent months to promote its products? In the video we learn that Ford is trying new marketing approaches because conventional methods "aren't cutting through the clutter anymore." What do you think this means? Can you think of any other companies that have recently resorted to unconventional methods to get their message out? Explain.

3. The first four websites below contain articles about Ford's new model, the Focus, from different countries and in different languages. The last site is a Ford company website. Have students visit these sites and discuss reasons why it is advantageous for an automaker to have international name recognition.

LINKS:
http://www.autoworld.com/news/Ford/2000Focus.htm
http://www.absline.com/revista/12/novedad_focus.htm
http://www.carros.nl/persb/files/981117102954.html
http://www.automotive.co.uk/fleetnews/PAGES-2/TESTS/S-00064.HTM
http://www.fordvehicles.com/vehiclehome11.html

EDITOR'S NOTE:
generator
solar panels
diesel fuel
anarchy
capitalist
business acumen
roadblocking

NEWSROOM CHRONICLE

Teen AIDS Talk : Teen AIDS Talk

1. Among what age group is HIV spreading the fastest? Do you think peer education is a good way to learn about HIV and AIDS? Explain. What type of knowledge, skills, and attributes do you think teen AIDS educators need to possess? Why do you think the teen educators use conversation and role playing to teach about HIV and AIDS? Do you think this method is effective? Why/why not? Do you agree with Katie's statement that "it has to hit very close to home for teenagers to realize that (they) can get HIV and AIDS?" Explain.

2. Ask students: What should teenagers know about HIV and AIDS? Help your students identify the components of an AIDS education curriculum for teenagers. Then, have groups of students research and prepare a presentation about one of the components. Have each group present its information. If possible, have your class present its information to other students at your school.

   EXTENSION: Direct students to write an editorial in which they express their views and concerns about AIDS. Group students. Challenge each group to prepare a skit or monologue that conveys the group's concerns. Following the performances, have students share their thoughts and feelings about the presentations.

LINKS:
http://www.unaids.org/wac/1999/index.html
http://www.aac.org/hometext.html

Man vs. Nature: Panama Canal : Man vs. Nature: Panama Canal

1. Locate the Panama Canal on a map. What is the purpose of the canal? When was the canal built? What are locks and how do they work? Why is the Panama Canal considered one of the world's greatest engineering feats?

2. Refer students to library and online resources, including the websites below, to learn more about the Panama Canal and its impact on Panama's environment, economy and culture. Have students present their findings. Next, ask students to consider what life might be like for Panamanians if the canal had never been built. Ask students: What are the benefits and drawbacks of the canal? Do you think the Panama Canal has enhanced the global community? Why/why not?

3. Have students discuss the meaning of the quote, "necessity is the mother of invention." The Panama Canal was created to make travel easier between the Atlantic and Pacific oceans and to promote international trade. This engineering feat is one example of a great idea that originated from a societal need. Challenge groups of students to identify an existing or potential societal need that could be addressed by an engineer. Have students share their ideas and discuss.

   EXTENSION: Ask student: What is an engineer? Inform students that, "engineering has been called the "invisible profession" because most people have no clue what engineers do." A 1998 Harris Poll revealed that 61% of American adults felt "not very well" or "not at all well" informed about engineering. There are approximately 17 different fields within engineering. Have pairs of students refer to the websites below to prepare a presentation about a specific type of engineering. Students should focus on the origin, scope and future of the specific field. If possible, as part of the students' presentations, have them interview an engineer within the field to learn about the highlights of his/her career. After the presentation, have students identify the ways that engineering is linked to different facets of everyday life.

LINKS:
http://www.pancanal.com/general/

http://ac.acusd.edu/History/text/diplo/panamatreaty.html
http://www.pananet.com/pancanal/pcc.htm
http://www.pancanal.com/ctransition/
http://www.american.edu/projects/mandala/TED/CANAL.htm
http://www.latinworld.com/countries/panama/
http://www.discoverengineering.org/eweek/main.htm
http://www.eweek.org/

EDITOR'S NOTE:
Panama Canal
engineering
AIDS
HIV
peer education

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 2, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 01:00... 02:20
Top Story ... 04:25... 06:45
Protesters disrupt the WTO conference in Seattle.

YOUR DAILY DESK ... 00:20... 07:05
Science Desk ... 02:00... 09:05
NASA is working on new ideas that could revolutionize the aviation industry.

Science Desk Extra: Mission to Mars ... 00:40... 09:45
On Friday, the Mars Polar Lander is expected to land on Mars.

WORLDVIEW ... 00:50... 10:35
Political Front ... 03:00... 13:35
The web of ballistic missile proliferation spans the continents.

FYI: Iraq Unfit Schools ... 03:50... 17:25
UNICEF says that over half of Iraq's schools are unfit.

Communication Transformation: China Press Freedom ... 02:45... 20:10
Competition pushes China's newspapers to test the limits of market reforms.

Culture Watch ... 01:50... 22:00
African musicians work to keep Burundi's whisper songs alive.

NEWSROOM CHRONICLE ... 00:30... 22:30
El Nuevo Panama #3 ... 05:00... 27:30
Panama prepares to receive control of the Panama Canal.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : WTO Protests

1. What is the World Trade Organization (WTO)? When and why was the WTO established? How

many countries participate in the WTO? What is the purpose of the WTO conference in Seattle? Why was Seattle chosen as the site for the WTO meeting? Why are people protesting the WTO?

2. Why did the government declare a state of emergency in Seattle? How did the police deal with the protesters? Do you agree with the way the police handled the situation? Why/why not? Why do you think the WTO meeting has generated such fervor? In your opinion, how have the protests impacted the summit? Do you think violence is a natural byproduct of political conflict? Explain. Yesterday's meeting of the WTO was postponed due to the violent protests. In exercising their constitutional right to assemble, do you think the protesters violated the rights of the WTO? Explain.

3. What is free trade? What is the WTO's position on free trade? What are the benefits and drawbacks associated with free trade? What are tariffs? How do tariffs effect domestic businesses? Who do tariffs benefit, and who do they hurt? How does the WTO affect the health of struggling economies? Do you think the WTO is necessary? Explain.

4. What does President Clinton hope to accomplish in Seattle? Inform students that "President Clinton made his remarks about free trade against a backdrop of continued protests in Seattle, protests that were organized by constituencies (labor and environment) which have traditionally supported his administration." Ask students: Do you think it is possible for President Clinton to appease his angry allies and promote free trade?

5. Have students create editorial cartoons that express their political views about the WTO conference. Instruct students to consider the perspectives of the following key players: The traditional democratic constituents, President Clinton, and the WTO.

LINKS:
http://cnn.com/1999/US/12/01/wto.06/
http://cnn.com/interactive/us/9911/wto.background/frameset.exclude.html
http://www.voxcap.com/
http://www.voxcap.com/content/issues/27/item278.asp

EDITOR'S NOTE:
WTO
free trade
tariffs
protest

YOUR DAILY DESK

Science Desk : NASA Vision

1. Who is Daniel Goldin? What is Daniel Goldin's vision for the future of air travel? What improvements to airplanes is NASA proposing? How could these changes impact current problems, such as air traffic and flight delays? How has NASA's Final Approach Spacing System effected Dallas/Fort Worth airport delays?

2. Why do you think NASA is developing several types of airplanes that are runway independent? What function do you think these airplanes will serve? From what kinds of locations do you think they will takeoff and land? Which of NASA's proposed innovations do you think has the greatest potential? Why?

3. Many aviation innovations were mentioned in this news story. To give your students a more thorough understanding of these innovations, direct small groups of students to research and present

the particulars on one of the following NASA innovations:

1. Final Approach Spacing System (F.A.S.T.)
2. New jet engines with few or no moving parts
3. Planes with wings that change shapes
4. Runway independent aircraft
5. Boeing's tailless cargo planes.

Following the presentations, have students discuss whether or not these innovations will help achieve Daniel Goldin's vision of a "faster, safer, cheaper" aviation industry.

LINKS:
http://www.nap.edu/readingroom/books/supersonic/#sum
http://www.qadas.com/qadas/nasa/nasa-hm/0389.html
http://www.lerc.nasa.gov/Other_Groups/ACCL/ENG10/engines.html
http://www.nasa.gov/search/index.html
http://atrs.arc.nasa.gov/atrs/98/lee/9900077/9900077_lee.pdf

EDITOR'S NOTE:
morph
neural networks

WORLDVIEW

Political Front : Ballistic Missiles

1. What are ballistic missiles? What did a recent conference in London reveal about the spread of these weapons? When were ballistic missiles developed, and by whom? Why do you think the Cold War "saw a quantum leap in ballistic missile technology"?

2. How did the political climate of the Cold War set the stage for the current proliferation of ballistic missiles? According to the video, how many missiles do the five permanent members of the U.N. Security Council have? In what region of the world can a quarter of this number of missiles be found? Why are experts very concerned about these nations having ballistic missiles?

3. Ever since Adolf Hitler initiated missile warfare in World War II, ballistic missiles have been the weapon of choice for rogue nations. Challenge students to work in groups to find out why this is so. Have groups conduct research to learn what political and pyschological advantages ballistic missiles offer to developing nations. The websites below should be of assistance. Share group information. Discuss actions the international community should take to address the issue of ballistic missiles in the hands of developing nations.

LINKS:
http://www.acq.osd.mil/bmdo/bmdolink/html/bmdolink.html
http://www.cdiss.org/bmintro.htm
http://www.cia.gov/cia/publications/nie/nie99msl.html

FYI: Iraq Unfit Schools : FYI: Iraq Unfit Schools

1. What evidence seen in the video supports the claim that most of Iraq's schools are inadequate? What factors are behind the deterioration of Iraq's educational system?

2. According to the video, what percentage of Iraqi children have not enrolled in school? Why? What did the senior U.N. official in Iraq find upon his visit to a school there? What do you think he

meant when he referred to the situation as "an epicenter for this human tragedy"? Discuss the long-range effects of inadequate education on Iraq's population. How might this lack of education in Iraq affect other nations as well?

3. A lack of financial support is one reason behind Iraq's deteriorating schools, as well as its crumbling infrastructure. Why is money so scarce in Iraq? Direct students to research the economic sanctions that have been placed on Iraq by the international community, and the reasons for these sanctions. Share student information in class discussion. Do students think that these sanctions should remain in place, or should they be lifted for humanitarian purposes? If they were to be lifted, do students think the revenue generated would go toward improving the quality of life in Iraq? Challenge students to write position papers stating their views and rationale.

   EXTENSION: What do students think about this story? Encourage students to implement their media literacy skills as they consider whether one could derive a political message from this story. Do students think that Iraq's government wants the international community to see the plight of its children? Why/why not?

LINKS:
http://www.odci.gov/cia/publications/factbook/iz.html
http://www.iraqfoundation.org/
http://special.fco.gov.uk/
http://fourier.dur.ac.uk:8000/~dma3md/index.html

Communication Transformation: China Press Freedom : Communication Transformation: China Press Freedom

1. In what Chinese provincal capital can the Yangcheng Evening News be found? What other publication has a larger circulation than Yangcheng? Why is this significant? What kinds of topics are boosting Yangcheng's circulation? What new publication has Yangcheng recently unveiled? How is it different from what you might expect to see among Chinese newspapers?

2. To what extent does government censorship still exist among Chinese newspapers? Are reporters allowed to criticize government officials? Why do you think this is so? In spite of these restrictions, how are the stories covered by the Yangcheng Evening News changing?

3. In the video we hear that China's market reforms are fueling pressure for newspapers to offer consumers what they want to read. Generate a class discussion about the impact of factors such as consumer preference on newspaper circulation in a free market. Inform students that China is making strides toward freer market economic practices. Then have students consult the Internet and other resources to learn more about China's human rights record and the freedoms it allows its citizens. The last website below may be helpful. Discuss: Is China's political system keeping pace with its economic reforms? Is it possible to have a free market economy without political freedom?

LINKS:
http://www.insidechina.com/
http://www.chinaonline.com/
http://www.hrichina.org/

Culture Watch : Whisper Songs

1. Describe what listeners hear in the whisper song. Why was this music originally created? Why are the whisper songs in danger of disappearing? What is being done to save them?

2. Challenge your students to learn more about different aspects of traditional African music. Divide the class into groups and have each group choose one kind of traditional African music to perform

or profile. Discuss ways of keeping traditional ethnic music alive for the benefit of future generations.

LINKS:
http://www.africanmusic.com/
http://www.cnmat.berkeley.edu/~ladzekpo/Ensemble.html

EDITOR'S NOTE:
ballistic missiles
proliferation
Scud
Security Council
Iraq
circulation
Burundi
inanga

NEWSROOM CHRONICLE

El Nuevo Panama #3 : El Nuevo Panama #3

1. When and why was the Panama Canal built? What is the Canal Zone? How have Panama and the U.S. benefited from the canal? How did many Panamanians feel about the U.S. controlling the Canal Zone? Why?

2. According to the video, some people feel that America's relationship with Panama was at least as significant as the building of the Panama Canal. Do you agree with this statement? Why/why not?

3. Under the 1977 Panama Canal treaty, the U.S. must withdraw all of its troops from Panama and hand over control of the waterway to the Panamanian government by Dec. 31, 1999. Refer students to the websites below to conduct an online scavenger hunt to locate the following information about the 1977 Panama Canal Treaty: The origin and conditions of the treaty, why the U.S. and Panama agreed to the treaty, and how having control of the canal will impact Panama. After groups present their findings, have students identify the challenges that Panama may encounter during the transition. Ask students: Should the U.S. relinquish control of the canal? Why/why not? Will Panama be able to manage the canal without the direct help of the U.S.? Explain.

4. According to former Panamanian President Nicholas Ardito Barletta, "Panama's main goal (of the transition) will be to further develop its economy, exploit its natural resources and boost tourism." However, the Panama Canal is being threatened by the depletion of the surrounding rainforests. Divide your class into four groups. Have each group prepare a presentation addressing one of the following questions:
   1. Why are the rainforests surrounding the canal disappearing?
   2. What are the environmental and economic consequences to Panama and the canal if the rainforests are destroyed?
   3. Can the Panamanian government preserve the forests? If so, how?
   4. How will the depletion of Panama's rainforests impact the country's citizens?

   After the presentations, ask students if Panama will be able to achieve its developmental goals if the rainforests are destroyed. Conduct a summit to discuss how the government of Panama should handle this situation.

LINKS:
http://www.pancanal.com/general/

http://ac.acusd.edu/History/text/diplo/panamatreaty.html
http://www.pancanal.com/ctransition/
http://www.american.edu/projects/mandala/TED/CANAL.htm
http://www.latinworld.com/countries/panama/

EDITOR'S NOTE:
Panama Canal
national identity
Canal Zone
treaty
democracy

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 3, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:55... 02:30
Top Story ... 02:30... 05:00
Northern Ireland's new Executive holds its inaugural meeting, ending 27 years of British rule.

YOUR DAILY DESK ... 00:55... 05:55
Editor's Desk ... 02:15... 08:10
Musician Stephen Angel uses drumming as a therapeutic tool.

WORLDVIEW ... 00:50... 09:00
Top of the World ... 02:50... 11:50
Chinese authorities still refuse to allow the Dalai Lama to return to Tibet.

Culture Watch ... 03:25... 15:15
A theme park allows Chinese citizens a glimpse of ethnic culture.

FYI: India Shawl ... 03:25... 18:40
An endangered species is becoming a victim of fashion.

NEWSROOM CHRONICLE ... 00:40... 19:20
Millennium Voyage: Return to Cu Chi ... 08:05... 27:25
Semester at Sea Students learn about the Vietnam War while visiting Vietnam.

Look Ahead: MILLENNIUM ... 00:05... 27:30
December 8: CNN will air a special presentation of MILLENNIUM for schools.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Path to Peace

1. Why was December 2, 1999, a historic day in Northern Ireland? How long did Britain rule Northern Ireland? What political parties comprise Northern Ireland's new Executive? What issues did the new Executive address during its first meeting?

2. Refer students to print and online resources to learn more about the background of the conflicts in Northern Ireland. Ask students: How did Ireland become a divided nation? Why has there been political tension in Northern Ireland? What is the Irish Republican Army (IRA)? When and why was the IRA established?

3. Why did the DUP Unionists refuse to sit with members of the Sinn Fein during the inaugural meeting? Some people contend that "convincing IRA fighters to hand over their guns could be the most difficult step of the arduous peace process." Why do you think IRA fighters are reluctant to relinquish their guns? What is your opinion of the situation? Do you think full cooperation of the IRA is necessary to ensure peace in Northern Ireland? Why/why not?

4. Why do you think the government in Dublin relinquished its long-standing territorial claim on the northern province? Do you agree with this action? Why/why not?

5. Refer groups of students to the last two websites below to compare and contrast how different Irish and English newspapers covered the transition of Northern Ireland's government. Instruct students to identify whether or not the articles are politically biased. Have students share their findings. Ask students: What challenges do you think Northern Ireland's new Executive will encounter as it works to establish a democratic government?

6. In your opinion, what were the benefits and drawbacks of British rule? What is the Good Friday peace accord? Why did it take so long to enact the accord? Assist students in researching the settlement, then analyzing what, in his/her opinion, it means for the people of Northern Ireland. Direct each student to write an editorial predicting the chances of success or failure for peace in Northern Ireland.

LINKS:
http://cnn.com/1999/WORLD/europe/12/02/n.ireland.03/
http://cnn.com/SPECIALS/1998/nireland/index.html
http://cnn.com/SPECIALS/1998/nireland/agreement/peace/
http://www.ireland.com/special/peace/
http://wwwvms.utexas.edu/%7Ejdana/history/ni.html
http://www.niceone.com/newspap.htm
http://www.newspapersoc.org.uk/missinglink/index.htm

EDITOR'S NOTE:
Unionist
Republican
Irish Republican Army (IRA)
Good Friday peace accord

YOUR DAILY DESK

Editor's Desk : Drum Therapy

1. What did Steven Angel do as a teen? What is he doing now? Why? What results does he see in his work? Why does he think that people need the kind of emotional release that his drums offer?

2. Who was Jimmy Hendrix? Direct students to conduct research on this famous rock musician to learn about his life and death. If possible, bring in a cut or two of his music so that students can hear it. Ask students: What emotions does Jimmy Hendrix's music evoke? How might Steven Angel's experiences as a professional drummer have prepared him to be a music therapist with troubled teens? Some types of emotional therapies are quiet, meditative, and soothing. Why do you

think loud drumming can make patients feel peaceful?

3. Ask students to share what they know about music therapy. Challenge students to experience how music can be used to express emotion. Help students brainstorm a list of different emotions. Then, have students use drums and other percussion instruments from your school's music department to express the emotions on the list. After each student has played an instrument have the class identify the emotion that he/she was expressing. Note the similarities and differences in the ways that students express their emotions. Have students share their thoughts and feelings about the experience.

LINKS:
http://www.drumming-about-you.com/
http://listen.to/mitchell
http://drumzonline.com/
http://www.namt.com/
http://www.healthysounds.com/

EDITOR'S NOTE:
emotions
drums
therapy

WORLDVIEW

Top of the World : Tibet Deadlock

1. Who is the Dalai Lama? When was he exiled from Tibet? Who forced him from Tibet, and why? Are the Dalai Lama's followers in Tibet able to worship him? Explain.

2. What has the Dalai Lama said about his position on the political status of Tibet? Why does he want to return to Tibet? What is the reaction of the Chinese authorities? Why is time on the side of the Chinese authorities in this situation?

3. What is the current political status of Tibet? Direct students to work in groups to learn more about Tibet and China's control over it. What is the basis for China's claim over Tibet? Share student findings and discuss possible reasons why the Dalai Lama presents a threat to the ruling Chinese.

4. The Chinese government declares that its citizens are allowed freedom of religion, yet some reports state otherwise. Assist groups of students as they conduct research to learn more about the extent to which religious freedom exists in China and Tibet. Have students share their findings. Then ask students if they believe the reports of religious oppression or the Chinese authorities. What information supports their answer? Discuss.

LINKS:
http://www.tibet.com/
http://isis.infinet.com/rinpoche/dalai.htm
http://www.tibet.ca/wtnarchive/1999/1/11_1.html
http://www.mtholyoke.edu/acad/intrel/china.htm
http://www.mtholyoke.edu/acad/intrel/chintib.htm

Culture Watch : Human Zoo

1. What is unusual about the Tibetan Folk Culture Village? What other ethnic groups are represented in this park? What kinds of exhibits would a visitor expect to see here? Why do most Chinese know very little about their country's ethnic minorities?

2. In what way does the Folk Culture Village experience stop short of realism? How does the Chinese government regard its ethnic minorities? What is meant by the term "nationalist sentiment"? How might nationalist sentiment promoted by ethnic groups threaten Chinese authorities? How has the Chinese government reacted to expressions of nationalist sentiment by ethnic groups?

3. Challenge students to learn more about the ethnic groups that make up China's population. Divide the class into groups and have each research and profile one of these ethnic groups, such as the Han, Uighur, or Mongols. Have each group highlight the history and culture of its subject people and their current place in the Chinese political system.

   EXTENSION: Refer students back to the video. Ask: With whom do you agree, those who say the Folk Culture Village is "a bridge to cultural understanding" or those who call it "a human zoo"? Why?

LINKS:
http://www.odci.gov/cia/publications/factbook/ch.html
http://www.cernet.edu.cn/
http://www.sonaco.com/cityguide/sightstosee/2593.htm
http://www.uncletai.com/reference1/people.html

FYI: India Shawl : FYI: India Shawl

1. What is a shatoosh? Why is the shatoosh shawl is such demand? How much can one of these shawls cost? From what animal is the wool taken? What is the controversy surrounding this wool?

2. How has India's government reacted to the production of the shatoosh shawls? What is the World Wildlife Fund asking Indian society women to do to help stop the trade in shatoosh? Do you think this attempt to halt demand is more or less effective than attempting to stop supply of the shawls? State your rationale.

3. What kind of animal is the chiru? Where can it be found? Have students conduct research to learn more about this animal. Working in small groups have students create brochures or Public Service Announcements that tell consumers about the chiru and the shatoosh trade. It has been said that "An educated consumer is the shatoosh's worst customer." How might efforts at education impact the shatoosh trade? Discuss.

LINKS:
http://cnn.com/TECH/science/9807/05/tibetan.antelope/
http://www.wcs.org/wild/programs/asia/chiru.html
http://www.ourindia.com/oi-news/nw26.htm

EDITOR'S NOTE:
Tibet
Dalai Lama
ethnic group
shatoosh
Urdu
cashmere
dowry

NEWSROOM CHRONICLE

Millennium Voyage: Return to Cu Chi : Millennium Voyage: Return to Cu Chi

1. Where is Vietnam located? When did the Vietnam War occur? What is the historical and strategic significance of the Cu Chi tunnels? How did the war impact the Vietnamese? What were the different periods in postwar Vietnam? How did the Vietnamese locals respond to the students? Were you surprised by the reactions of the Vietnamese? why/why not? Do you think the U.S. and Vietnam have recovered from the war? Explain.

2. Use student texts to guide a discussion of the events leading up to and U.S. involvement in Vietnam. The following questions may help guide your discussion:
    1. When and why did France occupy Vietnam?
    2. What was the purpose and outcome of the French Indochina War?
    3. Why was the battle at Dien Bien Phu historically significant?
    4. When and under what circumstances did Vietnam officially become a divided nation; with a communist North and a non-communist South?
    5. Who was Ho Chi Minh and what were his political objectives?
    6. When and why did the U.S. become involved in the Vietnam War?
    7. What was the political climate in the U.S. during the 1950's?
    8. Why were many Americans fearful of communism?
    9. What is the domino theory? How did the domino theory influence U.S. military policy in Vietnam?

3. Have each student research and create a timeline that depicts the escalation of the U.S. involvement in Vietnam from 1950, when the U.S. began providing economic and military assistance, to 1965, when the U.S. began sending troops to Vietnam. Then, divide the class into four groups. Have each group prepare a presentation about one of the following factors that influenced the escalation of the Vietnam War:
    1. The Geneva Conference of 1954
    2. The history of American economic and military assistance to South Vietnam
    3. Ngo Dinh Diem's regime and how political, regional and religious differences contributed to the instability of South Vietnam
    4. North Vietnam's use of guerrilla warfare and the 1964 Gulf of Tonkin incident.

    Following the presentations, ask students: Was America's presence in Vietnam necessary? Why/why not? Did the presence of the U.S. escalate the war? Explain. Could escalation of the war have been prevented? Why/why not?

4. What is empathy? Do you think having empathy for others is important? Why/why not? In your opinion, were the Semester at Sea students able to empathize with those who fought in the Vietnam War? If so, how? Are there ways, other than visiting Vietnam, for teenagers to understand what the war was like for Vietnamese and American veterans? Explain.

5. If possible, invite Vietnam War veterans and Vietnamese immigrants to your class to talk about the impact of the war. Ask the speakers to relate some of their experiences that are appropriate to the age of your students. Ask the guests to explain how he/she felt about the war during his/her tour of duty, and whether that opinion changed at any time during or after the war. Have your speaker also discuss how he/she and other veterans were received by his/her country once the war was over. Ask the students and speakers: What lessons do they think should be learned from the Vietnam War?

LINKS:
http://lcweb2.loc.gov/frd/cs/vntoc.html
http://cnn.com/SPECIALS/cold.war/episodes/11/
http://www.teachvietnam.org/

http://travel.state.gov/vietnam.html
http://www.geocities.com/Eureka/Office/2346/mimintr.htm
http://www.lonelyplanet.com.au/dest/sea/vietnam.htm#triv

EDITOR'S NOTE:
Vietnam War
empathy
Cu Chi tunnels
veterans

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 6, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 01:35... 03:55
NASA scientists attempt to get a signal from the Mars Polar Lander.

In The Headlines ... 02:20... 06:15
RUSSIANS TIGHTEN REINS AROUND GROZNY

YOUR DAILY DESK ... 00:55... 07:10
Environment Desk ... 02:20... 09:30
Scientists are trying to save California's white abalone.

WORLDVIEW ... 00:25... 09:55
Top of the World ... 10:30... 20:25
Teachers: This story contains scenes and accounts that may be disturbing to some students. Please preview.
Pollution and overpopulation threaten the Ganges River.

Turner Website Information ... 00:45... 21:10
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:35... 21:45
"African Voices" ... 02:30... 24:15
African culture is the subject of a new Smithsonian exhibit.

Voices of the Millennium ... 01:35... 25:50
Voices of the Millennium speak out on saving the Amazon Rain Forest.

Our World ... 01:00... 26:50
A new survey reveals that drug use is down among U.S. teenagers.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Mars Polar Lander

1. What happened on the fifth attempt to get a signal from the Mars Polar Lander? Until yesterday, what route of communication were the scientists pursuing? How did they attempt to communicate with the Mars Polar Lander yesterday?

2. How would you describe the mood of NASA scientists after this fifth attempt at communicating with the Mars Lander? If you were a member of this team of scientists, how would you feel? Would you be discouraged or would the failure be a temporary obstacle you would resolve to overcome? Explain.

3. What is the Mars Polar Lander? How does it work? What is its mission? Have students work in groups to conduct research about the Mars Polar Lander and its features. Then direct each group to act as a team of NASA scientists and hold a news conference briefing the public on the spacecraft, its design and purpose, and what scientists hope to learn from it.

4. As scientists try to resolve the Mars Polar Lander's communication problems, they must consider all the variables and eliminate those that they believe are not contributing to the communication failure. Challenge your students to think like the NASA team and list the possible reasons why there is no signal coming from the Lander. First, students must conduct research to find out more about the Mars Polar Lander and its mission. Share student findings in class discussion. Next, have students use what they have learned to generate a list of possible causes of the communication failure. Write student suggestions on the board. Discuss how scientists use logic and the process of elimination to make reasonable assumptions.

LINKS:
http://cnn.com/1999/TECH/space/12/05/mars.lander.03/
http://mars.jpl.nasa.gov/msp98/
http://www.livefrommars.com/

In The Headlines : In The Headlines

1. Locate Chechnya and Russia on a world map. Why are Russian troops in Chechnya? Why is it significant that they are encircling Grozny? Why does one analyst believe that the fighting will soon escalate?

2. What is guerrilla warfare? Working in small groups, have students conduct research into this strategy and times throughout history when guerrilla warfare has been used. Share group findings in class discussion. What advantages does guerrilla warfare have over conventional warfare? In the conflict between Chechnya and Russia, which side is manned by guerrillas? What advantages do they have over their opposition? What problems do they have as they attempt to attain their military objectives? Discuss.

LINKS:
http://cnn.com/1999/WORLD/europe/12/05/russia.chechnya.02/
http://www.amina.com/
http://www.russiatoday.com/

EDITOR'S NOTE:
Mars Polar Lander
bombardment
bunkers
guerrilla

YOUR DAILY DESK

Environment Desk : Saving White Abalone

1. What has happened to the white abalone population off the California coast? What makes white abalone more desirable to consumers than other species of abalone? What possible causes for the population decrease are mentioned in the story?

2. Why does Pete Haaker think that it is hard to get marine species listed on the Endangered Species List? Do you agree or disagree with his reasoning? Explain. Do you think the submarine-based study will help? Why or why not? What steps do you think should be taken to protect and repopulate the white abalone species? What societal and economic effects might occur as a result of your solutions?

3. While scientists know that white abalone have a movement range of about three feet from where they are born, it might be surprising to find out how little is known about how white abalone reproduce. In small groups, have your students investigate other characteristics of white abalone. Their research should also include recent information about abalone breeding in and out of captivity. Students may visit the abalone websites below or use other print or electronic media to find out:
   - where white abalone live
   - what they eat
   - why can they only travel 3 feet in their entire lives
   - what is known about how they reproduce
   - why it is difficult to breed them in captivity

   Have students present their findings and discuss any variations within the information. Then have students try to answer this question: Given limited financial resources, which of the following three research endeavors should get the majority of funding?
   1. Finding a way to genetically alter the white abalone to allow them to travel farther to find a mate
   2. Finding out how white abalone reproduce and setting up a laboratory-based breeding program
   3. Finding a way to enforce the ban on white abalone fishing and prosecuting offenders.

   Have students provide reasons for their choices and use information from the video as supporting evidence.

LINKS:
http://quest.arc.nasa.gov/ltc/nps/text.html
http://cdfg.dfg.ca.gov/coned/outdr2.html#white
http://www.mcn.org/d/abalone/
http://www.sonic.net/~rocky/importan.htm

EDITOR'S NOTE:
invertebrate
abalone
mollusk

WORLDVIEW

Top of the World : Ganges River

1. Where is the Ganges River located? How many people utilize the Ganges River? Why is the Ganges important to India? Why is the Ganges in jeopardy? Why do many Indians consider the

Ganges River to be sacred? Who is Veer Badra Mishra? Why did Mr. Mishra have difficulty persuading local Hindus and the Indian government that the Ganges River is in trouble? How was Mr. Mishra able to get the citizens and government of India to acknowledge that the Ganges is contaminated?

2. What is fecal coliform? What type of diseases can people contract by consuming or bathing in water that contains fecal coliform? How has the Indian government addressed the Ganges pollution problem? Are the Indian government's water treatment facilities effective? Why/why not? What type of waste water treatment facility did Mr. Mishra recommend to the Indian government? Why do you think the Indian government dismissed Mr. Mishra's proposal?

3. Refer groups of students to multimedia resources, including the websites below, to learn more about India and Hinduism. Instruct groups to research the caste system and Hindu beliefs about death and dying, including the significance of the Ganges River. Have groups share their findings. Then, have students consider how culture, government and availability of economic resources influence how different nations deal with the issue of water pollution. What types of problems are unique to developing nations?

4. According to the video, "Varanasi's infrastructure, like many other cities in developing nations, has not kept pace with the demands of a growing population." What is an infrastructure? What type of demands do you think a growing population places on a city's infrastructure? How will the Ganges River be affected if India's population continues to grow?

5. Refer students to the last three websites below to explore the issues related to overpopulation, and to answer to the following questions: Why do you think the population of India is growing at such a rapid rate, in spite of the fact that the country's natural resources might not be able to sustain its population? What are the Indian government and the international community doing to address this problem? Mr. Mishra assets that, "giving up on the Ganges...would be a disastrous mistake." Do you agree with Mr. Mishra? Explain. In your opinion, can the Ganges River be saved? If so, how? Have students share their answers. Discuss how the fate of the Ganges may impact the fate of India's population.

6. What is environmental activism? Why are environmental activists important? What skills and attributes do you think an environmental activist should possess? Do you think Mr. Mishra is an effective activist? Why/why not? Have students brainstorm a list of different environmental concerns. Group students. Challenge each group of students to use Internet resources to prepare a presentation about one of the environmental issues. Have each group determine how the issue is being addressed, and whether there are obstacles that prevent the issue from being resolved.

7. Direct students to online resources to identify a list of different types of waste water treatment systems. Group students. Have each group prepare a presentation about one of the systems. Following the presentations, have students discuss the benefits and drawbacks of each waste water treatment system. Then, have students contact your local water department to learn about the source and quality of the drinking water in your community.

LINKS:
http://cnn.com/EARTH/9805/17/ganges.pollution.ap/index.html
http://cnn.com/WORLD/asiapcf/9804/13/bathing.festival/
http://encarta.msn.com/find/Concise.asp?ti=0111A000
http://www.religioustolerance.org/hinduism.htm
http://dying.about.com/library/weekly/aa082898.htm?mk=r1&terms=hindu&PM=112_300_T
http://www.unfpa.org/modules/6billion/issues.htm
http://www.overpopulation.org/
http://www.awt.org/

EDITOR'S NOTE:
Hindus
hydrology
Ganges River
permeable
scabies
infrastructure

NEWSROOM CHRONICLE

"African Voices" : "African Voices"

1. What is the goal of this newest exhibit at the Smithsonian? What kinds of presentations and items will visitors see there? How will the exhibit reflect the diversity of African culture? How does "African Voices" treat the subject of the slave trade? In what way do you think an exhibit like this might provide "new perpectives" into one of the cruelest chapters in African history?

2. What problem did museum officials face in creating this exhibit? How did they compensate for the funds they needed? According to experts at Chicago's Field Museum, why do fundraising shortages sometimes occur?

3. Students are often under the misconception that African culture is a monolothic one. Have them work in groups to investigate different African national and tribal cultures. Allow groups ample time to find information on different African cultures, then direct each group to select one to explore. Have groups create multimedia or interactive reports, as well as reproductions of cultural items. Create your own classroom exhibit of African culture and allow groups to display their work. Invite other classes to tour the exhibits in an effort to promote an appreciation for the diversity of African culture.

LINKS:
http://www.si.edu/
http://www.africanet.com/home.htm
http://arthur.k12.il.us/ddavis/mic/home.html

Voices of the Millennium : Voices of the Millennium

1. What is happening to the Amazon Rain Forest? What are some reasons behind its destruction? According to the video, what effects is the destruction having on the culture of the people who live in the Amazon? How could the destruction of the Amazon impact biotechnology?

2. Refer students back to this statement from the video, "We need to look at the way we live our lives and look at the way humans have traditionally lived their lives and make sure we are not discarding something that may be of benefit to us." Generate a class discussion about the ways that the Amazon "may be of benefit to us." Then divide the class into small groups. Challenge each to research and create a Voices of the Millennium presentation of approximately two minutes that focuses on preserving "something that may be of benefit to us." What places, cultures, ideas, species, etc., do students think need to be preserved into the next Millennium?

EDITOR'S NOTE:
Smithsonian Institution

monolithic
deities
slave trade
donor priorities
Amazon River

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 7, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 01:30... 02:50
Top Story ... 02:30... 05:20
Despite six failed attempts, NASA scientists continue to try to make contact with the Mars Polar Lander.

In The Headlines ... 01:55... 07:15
RUSSIANS INFLICT 'NO MERCY' ON CHECHNYA

YOUR DAILY DESK ... 00:45... 08:00
Health Desk ... 01:55... 09:55
New research indicates that people need to exercise more than originally thought to maintain their ideal weight.

WORLDVIEW ... 00:25... 10:20
Top of the World ... 03:20... 13:40
Thousands of Japanese Americans were interned in U.S. camps during WWII.

Japanese American Memorial ... 02:55... 16:35
A new memorial commemorates the sacrifices of Japanese Americans during WWII.

Check it Out: Robot Surgery ... 02:30... 19:05
British surgeons perform the first 'voice command' surgery.

NEWSROOM CHRONICLE ... 00:25... 19:30
Democracy in America ... 02:40... 22:10
All six Republican presidential contenders meet in a televised debate.

Democracy in America ... 00:30... 22:40
Election 2000 Important Dates

Our World ... 04:05... 26:45
Guide dogs are the "eyes" of the visually impaired.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Mars Polar Lander

1. Why is there a sense of disbelief among scientists with NASA's Mars exploration program? What will happen next if they determine that the Mars Polar Lander is lost? What are engineers saying future spacecraft to Mars must have? Why?

2. Why may it be difficult to implement any design changes for future Mars spacecraft at this point? In spite of the problems associated with Mars exploration, what are NASA's long-term plans? Approximately when do NASA scientists predict we will see a human land on the surface of Mars?

3. If the Mars Polar Lander is lost or incapacitated, NASA scientists will have to address the second failure in its mission to explore Mars. What impact, if any, do students think this could have on the future of Mars exploration? Have students work in groups to research NASA's Mars missions and their objectives and share their findings. Generate a class discussion about the value of Mars exploration. What can be learned from these missions? Is this knowledge worth the billions of dollars invested? After a brief discussion, challenge each student to assume the role of a member of the U.S. House of Representatives. Tell students that a bill has just been introduced to increase funding for NASA's Mars exploration program. Do they, as congressional representatives, support or oppose this bill? Have each student write and deliver a brief position speech "on the floor of the House," stating his/her rationale.

LINKS:
http://cnn.com/1999/TECH/space/12/06/mars.lander.04/
http://mars.jpl.nasa.gov/msp98/
http://mars.jpl.nasa.gov/msp98/why.html

In The Headlines : In The Headlines

1. According to the video, how many Chechen rebel fighters are in Grozny, surrounded by Russian troops? How is the Russian military confronting the rebels? What does the Russian commander indicate about his military's treatment of the Chechens? What is meant by a strategy of "missiles and money"? Why do you think Russian leaders are intent on both "destruction and rebuilding" of Chechnya?

2. Throughout its conflicts with Chechnya, Russian leaders have insisted that this is a question of sovereignty within its own borders. Yet some international leaders, such as President Clinton, have urged Russia to pursue a peaceful solution to the Chechen crisis. Should the international community have any say in what is happening in Chechnya? Ask students this question and focus their attention on another conflict in the news this year, Kosovo. In class discussion, draw parallels between the two and cite differences. Then poll the class to see how many students would favor international involvement on some level (diplomatic, military) and how many students believe this is a crisis for Russia's government to resolve.

LINKS:
http://www.ipb.org/conflict/Chechnya99.html
http://www.russiatoday.com/
http://www.ummah.org.uk/haqqani/Sufi/chechen_hist.html

EDITOR'S NOTE:
Red Planet
Mars Polar Lander
NASA logo

Chechnya
status
artillery
trenches
missiles and money

YOUR DAILY DESK

Health Desk : How Much Exercise?

1. What is a calorie? How many calories must a person burn to lose a pound? According to the new research, how much exercise do people need to do to maintain their ideal weight? What are the physical and psychological benefits of exercise?

2. According to the video, what is the most challenging part of weight loss? Do you agree with this statement? Why/why not? Have you ever tried to lose weight? If so, were you successful? Explain. Do you exercise? Why/why not? If so, what type of exercise do you do and how often?

3. Share the following information with your students: According to experts, "while it may be true that recent studies indicate more adults are at the health clubs; their children are still at home.....Obesity rates in (American) children continue to climb." Ask students: Why do you think this is so? In your opinion, what can be done to rectify this problem?

4. Refer students to the websites below to learn about how cardiovascular exercise is different from other forms of exercise, and why it is important to physical health.

   Inform students that according to experts, to maintain good cardiovascular health "children should move at a brisk but comfortable pace for at least 20 minutes, three times per week." Help students generate a list of cardiovascular activities, which should include the following: basketball, bicycling, cross-country skiing, dancing, racquetball, hockey, ice skating, jogging, karate, rollerblading, rowing, soccer, swimming, tennis, hiking, and brisk walking. Then, have each student keep a log of his/her daily activity for one week. Instruct students to note how much time they spend at rest and doing cardiovascular activities. At the end of the week, have each student analyze his/her data to determine whether he/she needs to modify his/her lifestyle to include more exercise. If so, challenge the student to develop a weekly schedule that incorporates at least 20 minutes of cardiovascular activity three times a week.

LINKS:
http://www.nutristrategy.com/health.htm
http://www.nutristrategy.com/activitylist.htm
http://www.pulseonline.org/patient_ed/calories_per_hour.html
http://www.midlifemommies.com/kidshape.html
http://www.kidshealth.org/parent/nutrition/exercise.html

EDITOR'S NOTE:
calorie
exercise
weight loss

WORLDVIEW

Top of the World : Japanese Internment

1. Have students share what they know about WWII and the Holocaust. When and why did the U.S. enter WWII? Why were thousands of Japanese Americans sent to internment camps? How did the U.S. government's internment policies violate the individual rights of Japanese Americans?

2. On March 18, 1942, President Franklin D. Roosevelt signed Executive Order No. 9102, establishing the War Relocation Authority (WRA). Direct students to the last website to learn more about the WRA. What were the similarities and differences between the American internment camps and the German concentration camps of WWII? Milton S. Eisenhower, National Director of the WRA, reflecting on the internment of the Japanese, wrote, "How could such a tragedy have occurred in a democratic society that prides itself on individual rights and freedoms?" Have groups of students discuss this question. Ask students: Do you think this situation could happen again in the U.S.? Explain.

3. Refer students to online resources, including the fourth and fifth websites below, to learn more about the structure and social life of the American internment camps. Then, challenge each student to write a story about what life might have been like for a Japanese prisoner. Have each student create a fictional character, and describe background of the character and how he/she might have felt about being incarcerated. Instruct students to write their stories in the first person. Have students present their stories and discuss.

4. Direct students to the last website below to learn about the Civil Liberties Act of 1988, that authorized payments of $20,000 to each person who had been interned, relocated or evacuated from his/her U.S. home during WWII. Ask students: Do you think the act provided sufficient compensation? What else, if anything, should the U.S. do to rectify this situation?

LINKS:
http://www.usdoj.gov/crt/ora/main.html
http://www.library.arizona.edu/images/jpamer/wraintro.html
http://www.geocities.com/Athens/8420/main.html
http://www.nara.gov/

Japanese American Memorial : Japanese American Memorial

1. What is the purpose of the new Japanese American Memorial? What is the symbolic significance of the memorial? Do you think memorials are important? Explain.

2. Group students. Have each group design its own memorial commemorating either the participation of Japanese Americans in WWII or the contributions that Japanese Americans have made to the U.S. Have groups present their projects and discuss.

   EXTENSION: Have students use online resources to identify other WWII memorials. Instruct each student to prepare a presentation about the background and the symbolic significance of a WWII memorial. After the presentations, have students identify each memorial's political message, and whether the message is relevant in today's society.

LINKS:
http://www.njamf.org/
http://www.lausd.k12.ca.us/janm/main.htm
http://www.nikkeiheritage.org/

Check it Out: Robot Surgery : Check it Out: Robot Surgery

1. What is voice recognition technology? What is the Hermes Control System? How does the Hermes

system benefit surgeons, operating staff and patients? What are the fiscal benefits of the Hermes system?

2. The Hermes system represents the operating theater of the 21st Century. Have students refer to multimedia resources to learn about the evolution of medicine during the last 100 years, and the current trends within the field of surgery, including the use of computers. Help students create a timeline that depicts the significant technological advances in medicine during the last 100 years. Then, ask students to imagine what surgical procedures might be like 100 years from now.

3. Have students brainstorm a list of different applications for voice activated technology (VAT). How might VAT be used to enhance the quality of people's lives? Have each student select an application from the list and use the Internet to determine whether or not the VAT application has been developed.

LINKS:
http://www.itn.co.uk/
http://www.upmc.edu/NewsBureau/hermes.htm
http://webopedia.internet.com/Computer_Science/Artificial_Intelligence/voice_recognition.html
http://dir.yahoo.com/Business_and_Economy/Companies/Computers/Software/Voice_Recognition/

EDITOR'S NOTE:
incarceration
sabotage
internment camps
WWII
reparations
voice recognition
operating theater
interface

NEWSROOM CHRONICLE

Democracy in America : Democracy in America

1. Name the six GOP presidential candidates who appeared in this debate. Who was the frontrunner among them? According to the video, did any of these candidates "hit a home run"? Explain. In that case, who will political analysts likely say "won" the debate? Why?

2. What was the format of this debate? What were some of the issues that were addressed? Do you think this particular format lends itself to a thoughtful discussion of the issues? Why or why not? Would you like to see the candidates question each other in the next debate? Explain.

3. Do you think pre-primary debates like this one are valuable to American voters? If you were of voting age, how would you seek out information to help you make an informed decision in a presidential primary? To what extent do you think debates like this one assist voters in making their decisions? Do you think there should be more or fewer of these debates? State your rationale.

4. How would students evaluate each candidate's performance in this debate? Divide the class into six groups, each one choosing one of the Republican presidential contenders. Direct each group to watch news coverage, read print media and consult the Internet for statements made by the group's chosen candidate, as well as any of the other factors that impact the way a candidate is received by voters, such as the candidate's ability to demonstrate knowledge on the issues. Have each group construct a political "report card" that "grades" its candidate in different aspects of the debate and

its issues. Have groups present their report cards. Discuss what lessons each candidate may need to learn as a result of last night's debate.

LINKS:
http://cnn.com/1999/ALLPOLITICS/stories/12/06/ariz.debate/index.html

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Our World : Canine Vision

1. How is Malcolm a "link to the world" for Alice Stacey? What is the job of a guide dog? Where can visually impaired people go to find a guide dog? What is the goal of Canine Vision?

2. Explain how puppy raisers prepare the young dogs for future training as guide dogs. When will the puppy named Venus be handed over to Canine Vision for advanced training? How do you think this handover will affect the Newton family? Why do you think they are so dedicated to their task?

3. How did Canine Vision help Alice and Malcolm to become a team? How did Alice's classmates help her? What do you think Malcolm has done for Alice's self-confidence? What does Alice plan for her future? Do you think this would be possible without Malcolm? Explain.

4. Divide the class into two groups. Direct one group to research the challenges of being visually impaired, and the other to research the training and role of guide dogs in helping those with visual problems. Have each group present its findings. Discuss how the guide dog helps the visually impaired person gain independence. Are there any challenges to the visually impaired that cannot be addressed by the guide dogs?

   EXTENSION: Inform students that there are volunteer and career opportunities in the training and handling of guide dogs. Encourage interested students to pursue information on these opportunities by contacting local organizations that aid the visually impaired.

LINKS:
http://www.infinet.com/~jeninems/puppy.html
http://www.infinet.com/~jeninems/trainer.html
http://www.guidedogsofamerica.org/
http://www.afb.org/facts.html

EDITOR'S NOTE:
debate
frontrunner
soft money
Hispanic voters
guide dog
depth perception
Canine Vision
socializing

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 8, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 04:50... 07:55
Russia gives Chechens until Saturday to evacuate Grozny.

YOUR DAILY DESK ... 01:30... 09:25
Business Desk ... 01:30... 10:55
More people are turning to the Web as a job-hunting tool.

Business Desk Extra: Alternative Gifts ... 02:10... 13:05
Charities present shoppers with some unconventional gift choices.

WORLDVIEW ... 00:30... 13:35
Information Please ... 05:55... 19:30
Mikhail Gorbachev reflects upon the end of communism in Russia and the fall of the Berlin Wall.

Taking Care of Business ... 03:15... 22:45
Business leaders prepare to expand into China in anticipation of its entry into the WTO.

Culture Watch ... 02:05... 24:50
The crafting of Dutch wooden shoes is a dying art form.

NEWSROOM CHRONICLE ... 00:20... 25:10
Our World ... 02:25... 27:35
Some schools are doubling class times in a system known as "block scheduling."

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Ultimatum for Chechnya

1. Review the events that have led to Russia's ultimatum to Chechnya. With what other recent conflict is the crisis in Chechnya being compared? Is the international community reacting the same way it did in Kosovo? Explain.

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2. Why has Russia given Grozny's citizens until Saturday to leave? What will happen if they do not get out? What is meant by the term "raze" the city? How have the citizens of Grozny reacted to the ultimatum? Why is there fear that many may not know about it? Besides the Russian threat, how has life in Grozny become a battle for survival?

3. How did international leaders meeting at the European Foreign Ministers meeting in Brussels react to news of Russia's ultimatum? What are sanctions? Do you think sanctions might be effective in dealing with this situation? Why or why not? How did U.S. leaders react to news of the ultimatum? What kinds of pressure are some congressional representatives exerting on President Clinton as a response to Russia? What are the pros and cons of these responses?

4. Challenge students to consider all the possible international reactions to Russia's ultimatum as well as the possible outcomes of those reactions. Divide the class into small groups. Have each group brainstorm a list of all the possible international reactions to this situation and their possible outcomes. Next, direct each group to create a flowchart that provides a visual representation of these reactions and outcomes. Have each group present its chart and predict the course the events of the next week will take.

LINKS:
http://cnn.com/1999/WORLD/europe/12/07/russia.chechnya.02/
http://www.amina.com/
http://www.russiatoday.com/

EDITOR'S NOTE:
International Monetary Fund
Grozny
refugees
ultimatum

YOUR DAILY DESK

Business Desk : Online Job Search

1. What kind of job was Andrew Nimelman seeking? What approach did he try first? In business parlance, what is a "headhunter"? Why do you think this approach was unsuccessful for Andrew? Where did he eventually find his ideal job? How long did his online search take?

2. What advice does Pam Dixon offer online job hunters? What advice do consultants offer for posting resumes online? What are buzzwords? How could using industry buzzwords help a prospect to land a job? What warning do career coache[illegible]ssue to someone who is currently employed who wants to post his/her resume online? Do you think this is good advice? Why/why not?

3. Direct students' attention back to the introduction to this story. Have them recall some of the ways that people look for jobs. List these on the board. Divide the class into groups. Have each group choose one of these methods of job hunting. Then direct each group to interview an adult who has secured a job via this route. The group will want to know how long the prospect's job hunt took, if he/she used this method exclusively to find this job, and the advantages and disadvantages of this approach. Have groups present their information. As a class, rate the job hunting methods from what students believe to be the most to the least effective. Invite a career professional to address the class and evaluate the class list.

4. Present this scenario to students: You have just learned that your dream part-time job is available,

but the person in charge of hiring needs your resume today. What would you say on paper that would highlight your education, achievements, experience and interests? Challenge each student to create a personal resume aimed at landing a job in a specific field. Have students exchange resumes and edit each others' work for grammar and spelling. Direct students to finalize their resumes. Ask each student to assume the role of the potential employer and review his/her resume in that role: Would the employer hire this person? Why/why not? Ask a member of your school's guidance department or a local businessperson to address the class on a winning strategy for a young person's resume.

LINKS:
http://www.gradview.com/careers/jobhunting.html
http://careerbuilder.com/
http://monster.com/
http://hotjobs.com/

Business Desk Extra: Alternative Gifts : Business Desk Extra: Alternative Gifts

1. Describe gifts seen in the video that "a phone call and a credit card" can buy. What is a "gift of service"? How have some charities marketed their annual pleas for funds for the holiday season? Do you think this is a good business strategy? Why/why not?

2. Many holiday shoppers are searching for unique gifts for their friends and family. Challenge students to find some of these unconventional gifts online, in catalogs, or in retail establishments, and share their findings in class. Discuss what makes a gift unique in the eyes of the consumer. Group students, and challenge each group to come up with a unique gift to promote. Have each group present a print or television ad for its gift to the class. Evaluate group efforts and have the class predict each gift's likelihood for success among the buying public.

LINKS:
http://shopping.yahoo.com/Seasonal/
http://www.caa.org.au/oxfam/index.html
http://www.seva.org/
http://www.heifer.org/

EDITOR'S NOTE:
networking
internship
employment agency
classified ads
online
headhunters
niche-type jobs
charitable organizations

WORLDVIEW

Information Please : Gorbachev Reflections

1. Who is Mikhail Gorbachev? What role did Mr. Gorbachev have in opening the Soviet Union? What was the Berlin Wall and why was it built? When was the Wall torn down? Why was the destruction of the Berlin Wall historically and symbolically significant? How did Mr. Gorbachev feel about the Berlin Wall being torn down?

2. On December 7, 1988, Mikhail Gorbachev addressed the U.N. General Assembly to report about the changes in the Soviet Union, and to announce his plans to drastically cut the Soviet military presence in Eastern Europe and along the Chinese border. Refer students to the last website below to analyze the historical and political significance of Mr. Gorbachev's speech. Then, divide your class into five groups. Have each group prepare a presentation about the post-WWII history of either Hungary, Poland, East Germany, Czechoslovakia, or Romania, and how the nation gained its independence from the Soviet Union. Have groups compare and contrast their findings. Ask students: Could the Berlin Wall have survived, despite the revolutions in the East? Why/why not?

3. What are the similarities and differences between socialism, communism and democracy? Mr. Gorbachev states that he is still devoted to socialism, "if you think of socialism as freedom, social justice, and democracy where individuals play a significant role." What do you think Mr. Gorbachev means? Do you share Mr. Gorbachev's opinion about socialism? Why/why not?

4. Have students investigate the answers to the following questions: What events precipitated President Yeltsin's rise to power? What have been the benefits and drawbacks of the political and economic reforms in Russia? After discussing these questions, have students debate whether or not the people of the Soviet Union are better off now than when they lived under communist rule.

5. In the video, Ms. Amanpour states that Mr. Gorbachev "has been regarded as a hero, but also criticized for opening Pandora's box." What is the meaning of this statement? How did Mr. Gorbachev respond to this statement? What effect did Mrs. Gorbachev's death have on the public's perception of Mr. Gorbachev? Why do you think this is so? Group students. Ask students to consider how they think history should remember Mr. Gorbachev. Then, have each group write a short biography of Mr. Gorbachev that reflects the group's impressions of Mr. Gorbachev as a man, and as a leader.

   EXTENSION: What was the Cold War? Describe the nature of relations between the U.S. and the Soviet Union during the Cold War. Why did these tensions exist? Refer students to archival and Internet resources to identify how the Cold War was propagandized in literature, movies, music, television and print media. Have students share their findings and discuss how the Soviet Union, the U.S. and their relationship are depicted in today's media.

LINKS:
http://cnn.com/SPECIALS/cold.war/
http://www.askjeeves.com/main/metaAnswer.asp?MetaEngine=Excite&logQID=94BE0D4DE9ABD3
http://www.fordham.edu/halsall/mod/modsbook46.html
http://userpage.chemie.fu-berlin.de/BIW/wall.html
http://odur.let.rug.nl/~usa/H/1994/ch13_p5.htm
http://cnn.com/SPECIALS/cold.war/episodes/23/documents/gorbachev/

Taking Care of Business : China Trade

1. What is the World Trade Organization (WTO)? What is the status of China's entry into the WTO? What are tariffs? Which governments and industries stand to benefit by having China join the WTO?

2. What obstacles must the European Union, the U.S., and China overcome before China can be granted entry into the WTO? Why do you think some people in the U.S. are concerned about guaranteeing China "most favored nation" trade status? Do you think the trade pact is a bipartisan issue? Why/why not?

3. Ask students to share what they know about the history, culture, politics and economy of modern-day China. Then, review the video with your class and have students identify how agriculture, financial services, Internet firms and automobile makers stand to benefit from the trade

deal with China. If China is allowed to join the WTO, how might the introduction of international business and trade impact China's culture, economy and infrastructure? Discuss.

4. Send groups of students on an Internet scavenger hunt to locate the following information:
   1. Why China is attempting to gain membership into the WTO.
   2. Why it has been difficult for China to become a member of the WTO.
   3. The benefits and obligations associated with being a member of the WTO.
   4. The political and economic benefits and drawbacks of China joining the WTO.

   After students share their findings, divide your class into two groups to debate whether or not China should be admitted into the WTO.

LINKS:
http://cnn.com/ASIANOW/east/9911/15/china.wto.05/index.html
http://cnn.com/cnnfn/1999/11/15/worldbiz/wto/
http://cnn.com/ASIANOW/east/9911/15/china.wto.04/
http://cnnfn.com/cnn/ASIANOW/east/9911/15/bc.wto.highlights.reut/index.html
http://www.odci.gov/cia/publications/factbook/ch.html
http://www.wto.org/
http://www.gio.gov.tw/

Culture Watch : Wooden Shoes

1. Where is the Netherlands located? What is St. Nicholas Day? Why is this day historically significant? What are "klompen"? When were they first made? Why do you think the hand-crafting of klompen (clogs) is a "dying art"?

2. In the story we learn that most wooden clogs are no longer made by hand, but by modern manufacturing techniques. As a result, the craft of making wooden shoes by hand is becoming a dying art. Group students. Have each group prepare a presentation about mass production technology and its impact on an industry during the last century. After the presentations, have students consider how mass production has impacted the economy, culture and environment of the global community. Ask students: Has mass production enhanced society?

LINKS:
http://www.the-north-pole.com/history/
http://www.newstimes.com/archive97/nov1497/inh.htm
http://www.wooden-shoes.com/eng/nflinks.html

EDITOR'S NOTE:
Cold War
Social Democrats
capitalism
totalitarianism
pluralism
market reforms
tariffs
direct investment

NEWSROOM CHRONICLE

Our World : Block Scheduling

1. What is the typical amount of time per class period in many U.S. high schools? How does the implementation of block scheduling change that time? According to the principal interviewed in the video, how is block scheduling working at his school? What do some of the students think about this system? How have some teachers reacted to it?

2. What are the features of block scheduling? What are the different approaches to block scheduling? What are its advantages and disadvantages? Have groups of students conduct research to find the answers to these questions and present their information in class discussion. Then challenge each group to act as the local school board and craft a decision and rationale on whether or not to implement (or continue, if it is already in use) block scheduling in local high schools.

LINKS:
http://carei.coled.umn.edu/BlockScheduling/BSMain--old.htm
http://k12.oit.umass.edu/block/block.html
http://www.nctm.org/committees/iiac/block.scheduling/issues/issue.index.htm
http://www.fosters.com/comment/editorials97/dec/yed1213a.htm
http://www.netaxs.com/~twin/
http://www.davison.k12.mi.us/dhs/block.htm

EDITOR'S NOTE:
block scheduling
panacea
reform
effectiveness

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 9, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 02:00... 03:40
Top Story ... 02:15... 05:55
Israel and Syria agree to resume peace talks next week.

YOUR DAILY DESK ... 00:55... 06:50
Science Desk ... 02:50... 09:40
Bill Schoen identified the Y2K problem over 16 years ago, but the world wasn't ready to listen.

Look Ahead ... 00:20... 10:00
Next week: Y2K

Voices of the Millennium ... 01:15... 11:15
Women will play a bigger role in science and technology in the next century.

WORLDVIEW ... 00:30... 11:45
Culture Watch ... 03:45... 15:30
The Pavarotti Music Center helps Bosnian children recover from the trauma of war.

Around the World ... 03:15... 18:45
Concern over genetically modified food spreads from Europe to the U.S.

Wild Kingdom ... 02:05... 20:50
Rising sea temperatures threaten Canadian polar bears.

Turner Website Information ... 00:45... 21:35
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:45... 22:20
Homeless in America ... 04:10... 26:30
A new report paints a picture of homelessness as a complicated issue.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Mideast Peace

1. Why did Israel and Syria suspend their peace talks nearly four years ago? When will their talks resume? Review some of the political events since 1947 that have led to this point in Middle East history. What does Syria want from these talks? Why does Israel claim that it must retain the Golan Heights?

2. What do some observers believe are the reasons behind Syrian President Assad's desire to reinstitute the peace talks? How did Israeli Prime Minister Barak respond to President Assad? What do you think Prime Minister Barak means when he says that "painful compromises will be needed to achieve peace"? Who are the Palestinians? Why are some Palestinians concerned about the new round of peace talks between Israel and Syria?

3. The focus of the upcoming Israeli-Syrian talks is likely to be the future of the Golan Heights. Where is the Golan Heights? Who lives there? How did Israel come to control the Golan Heights? Have students work in groups to research the history and political status of the Golan Heights and share their findings. Why is this region a source of contention between Arabs and Israelis? How do students think the fate of the Golan Heights should be resolved? Challenge students to write essays that explain their ideas for the future of the Golan Heights.

LINKS:
http://cnn.com/1999/WORLD/meast/12/08/mideast.01/index.html
http://www.pmo.gov.il/english/index.htm
http://www.sana-syria.com/
http://www.golan-syria.org/
http://israeliculture.miningco.com/culture/israeliculture/library/extra/blghtoda.htm

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EDITOR'S NOTE:
Hafez Assad
Ehud Barak
Yasser Arafat
Golan Heights

YOUR DAILY DESK

Science Desk : Y2K Man

1. What is the Y2K bug? In this story, why was Bill Schoen compared to Paul Revere? What solution to the Y2K problem did he develop on his old Commodore 64 computer? How might widespread use of this correction in the late 1980s have resulted in less anxiety now?

2. What happened to Bill Schoen after his discovery? How was he treated? Why? When you think of technological pioneers and inventors do you envision them treated this way? Explain. Now that you know about the way Bill Schoen was treated, are there other scientists or inventors that you think might have initially been treated the same way? If so, give some examples.

3. Have your students find out more about how technological and scientific inventions were greeted by society. Divide the class into small groups. Have each group investigate one of the following inventors to find out how his or her inventions were initially received, and how they are regarded today:
    1. Thomas Edison
    2. Elijah McCoy
    3. Marie Curie

4. Charles Babbage
5. John Atanasoff

After the presentations, discuss how many of these distinguished inventors were originally treated like Bill Schoen. Discuss how each of them displayed perseverance and how that character trait might be helpful to students, now and later on as adults.

LINKS:
http://www.flash.net/~bschoen/articlen.html
http://www.cio.com/forums/y2k/resources.html
http://inventors.miningco.com/education/inventors/msub1_1.htm

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Voices of the Millennium : Voices of the Millennium

1. Name some men who have become famous as a result of their work in different fields of science. Now name some women who are known for their scientific achievements. Which list is longer? Why do you think this is so? Why do you think people often think of men when they think of scientists? What would you do to promote an interest in science among female students?

2. What is the "glass ceiling"? Do you believe that a glass ceiling exists for women? If so, in what career fields do you think it exists? Do you think it exists in science occupations? Explain.

3. Challenge your students to learn more about women who have made a name for themselves in the fields of science or technology. The first two websites below may help students. Have each student select one of these women and profile her achievements in a written report. Discuss the obstacles each had to overcome in order to make her contribution to the scientific world.

LINKS:
http://research.umbc.edu/~korenman/wmst/links_sci.html
http://crux.astr.ua.edu/4000WS/summary.shtml
http://www.sciam.com:/explorations/1998/051898women/women.html

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EDITOR'S NOTE:
subroutine
pariah
Y2K bug

WORLDVIEW

Culture Watch : Pavarotti Music Center

1. Have students share what they know about the war in Bosnia. What is the current ethnic and political composition of Bosnia? How were Bosnian children affected by the war? Who is Luciano Pavarotti? What is the mission of the Pavarotti Music Center?

2. What is music therapy? Do you think music therapy is different from other forms of therapy? Explain. Why do you think musicians from all over Bosnia are putting aside their ethnic and political differences to teach at the center? Though the center has a national focus, do you think the international community benefits from the center? Explain. In your opinion, has the center been successful? Why/why not? Do you think other nations should help fund the center? Why/why not?

3. Direct students to the Internet, including the last three websites below, to learn more about the psychological impact of war on children. Group students. Have each group prepare a presentation

about a psychological condition that affects children of war, including post traumatic stress disorder and anxiety disorders. Instruct groups to also identify the traditional methods of treatment for these disorders. Then discuss how music therapy might be used to help children with these conditions.

LINKS:
http://www.warchild.org/projects/centre/centre.html
http://www.warchild.org/projects/centre/wartrau.html
http://www.warchild.org/projects/centre/mus-ther.html
http://www.human-nature.com/odmh/index.html
http://www.mentalhealth.com/p13.html

Around the World : Genetically Altered Food

1. What is genetically engineered food? What are GMOs and why are they used? Why are some people concerned about the use of GMOs? In your opinion, is there a difference between genetic engineering and traditional breeding, where plants are cross-pollinated to produce hardier varieties by sharing genes? Explain.

2. What is the U.S. Food and Drug Administration (FDA)? Refer students to the second and third websites below to investigate the FDA's regulation policy for genetically engineered food. Have students determine how the FDA affects the development and production of genetically engineered food. Do you think the FDA's policy sufficiently protects public safety? Why/why not?

3. Inform students that "biotech foods already are in wide use, from the corn in tortilla chips to the tomatoes in spaghetti sauce to the soybeans in some baby formula." Group students. Refer each group to online resources, including the websites below, to prepare a presentation about how biotechnology is being used to enhance a specific food. Have each group identify the economic and environmental benefits and drawbacks of the genetically modified food. After each presentation, ask students: What worries, if any, should people have about the food? Would you eat it? Why/why not?

4. In the U.S., lawmakers are seeking special labeling for genetically engineered food. Why are some people concerned about the use of such labels? Do you think genetically engineered food should be labeled? Why/why not?

LINKS:
http://cnn.com/FOOD/news/9911/11/bioengineered.foods.ap/index.html
http://www.fda.gov/oc/biotech/default.htm
http://vm.cfsan.fda.gov/list.html
http://www.foundation.novartis.com/atoz/biotechnology_genetic_engineering.htm
http://www.looksmart.com/eus1/eus65300/eus65303/eus77822/eus66393/eus324918/r?l&izl&
http://www.iit.edu/~ncfs/wwwsites.htm

Wild Kingdom : Polar Bear Threat

1. Why are rising sea temperatures threatening polar bears in the Canadian arctic? According to NASA, how much has the total area of the arctic sea ice shrunk during the last 20 years? Why is the arctic sea ice shrinking? What is Greenpeace doing to combat this problem?

2. Refer groups of students to online resources, including the websites below, to learn more about polar bears, the arctic, greenhouse gases and global warming. Have each group use the information to design a webpage to educate others about the plight of polar bears. Have groups share their projects and discuss.

LINKS:

http://www.polarbearsalive.org/
http://www.polarbearsalive.org/facts.htm
http://www.worldwildlife.org/species/speciessection.cfm?sectionid=122&newspaperid=21&contentid=23
http://www.speciesatrisk.gc.ca/Species/English/SearchDetail.cfm?SpeciesID=167
http://www.greenpeacecanada.org/

EDITOR'S NOTE:
Luciano Pavarotti
maestro
Bosnia
genetically modified foods
Food and Drug Administration (FDA)
greenhouse gasses
polar bears
arctic

NEWSROOM CHRONICLE

Homeless in America : Homeless in America

1. What does the newly released report state about the beginnings of homelessness for many individuals? What was the source of information for this comprehensive report? According to the report, what is the "good news" about the way the homelessness issue is being addressed?

2. Although the report does not state their numbers, approximately how many homeless people are there in the U.S.? According to the report, what percent of America's homeless are working? Why are they homeless? What kinds of personal problems have resulted in homelessness for some? Why do you think homelessness has been described as "the American nightmare"?

3. Challenge your students to find out what is being done about homelessness in your community or state. Is the local government a resource for the homeless, or are private organizations and churches the primary sources of help? What efforts are underway to help the homeless find jobs and places to live? Have students work in groups to interview local civic and church leaders to learn more about their efforts. Have groups present their findings. If your school has a community service program, have students find out if there are local service opportunities for young people to help the homeless.

4. Homelessness is not just a social problem, it's becoming a political problem for some city leaders. Several U.S. cities have passed laws that allow authorities to evict homeless people from their streets, in response to protests from residents and businessowners. Homeless advocates claim this treatment is cruel and unfair, and the issue is becoming a political football. What do students think of this idea? Have them work in groups to research eviction and other proposed responses to the issue of homelessness and share their findings in class discussion. Then direct each student to write an editorial for a local newspaper in which he/she states her position and rationale on how to address the issue of homelessness.

LINKS:
http://cnn.com/1999/US/12/08/homeless.report.03/
http://nch.ari.net/
http://www.bcpl.net/~hch/causes.html
http://www.usnews.com/usnews/issue/990111/11home.htm

EDITOR'S NOTE:
homelessness
shelter
soup kitchens
alcoholism

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 10, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:45... 02:25
Top Story ... 04:30... 06:55
Chechnya becomes the latest thorn in U.S.-Russian relations.

YOUR DAILY DESK ... 00:30... 07:25
Editor's Desk ... 02:45... 10:10
The women of WHER reflect on their experiences as employees of the first all-female radio station.

WORLDVIEW ... 00:30... 10:40
FYI: Israel Second Holy Door ... 03:55... 14:35
Religions disagree on the issue of another door for the Church of the Holy Sepulchre.

Culture Watch ... 03:25... 18:00
Porcelain is one of ancient China's greatest achievements.

Check it Out: Tata Young ... 02:40... 20:40
Tata Young is Asia's new teen sensation.

NEWSROOM CHRONICLE ... 01:20... 22:00
Student Bureau ... 04:50... 26:50
A U.S. veteran's son chronicles the nation of Vietnam through a new generation's eyes.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Ultimatum for Chechnya

1. Review the reason why the Russian military has surrounded Grozny, the capital of Chechnya. What ultimatum have Russian leaders issued to the people of Grozny? Who is Boris Yeltsin? How has he responded to U.S. criticism of his country's actions against Chechnya?

2. What recent events have caused tension between the U.S. and Russia? According to analysts, what long-term goals do the two countries share in spite of their differences? Who is Vladimir Putin? What was his reaction to President Yeltsin's strong words against the U.S.? Why do you think he is

downplaying any diplomatic differences between the U.S. and his country? Why do you think U.S. President Clinton is downplaying Mr. Yeltsin's remarks as well?

3. In his remarks in response to President Clinton's criticism of Russia's ultimatum, Russian President Boris Yeltsin said, ""We aren't afraid at all of Clinton's anti-Russian position, I want to tell President Clinton that he alone cannot dictate how the world should live, work and play. It is us who will dictate." Read this portion of President Yeltsin's statement to the class. Why does Boris Yeltsin believe that Bill Clinton is "dictating" what the rest of the world should do? If students are unfamiliar with Chechnya's history, have them conduct research to learn more about it and the past and present political status of Chechnya. Share their findings in class discussion. Why does Russia believe the conflict with Chechnya is an internal (domestic) one? Why does the West see it differently? Discuss.

4. Where was President Yeltsin when he made these remarks? Inform students that the Chinese leaders with whom he was visiting have indicated that they strongly support Russia's actions in Chechnya. Ask students to consider why China would be supportive of Russia in this situation. How does China deal with internal threats of dissent and rebellion? What does China have to gain by publicly supporting Russia? Should the U.S. be concerned about this alliance? Discuss.

LINKS:
http://cnn.com/1999/WORLD/europe/12/09/russia.chechnya.02/
http://infoplease.lycos.com/spot/chechnya1.html
http://www.amina.com/hist/
http://www.russiatoday.com/news.php3?id=117370

EDITOR'S NOTE:
NATO
Cold War
nuclear arsenal
ultimatum
Boris Yeltsin
Vladimir Putin
Samuel Berger
spying

YOUR DAILY DESK

Editor's Desk : All Girl Radio

1. What was WHER? When was it founded? Why are the women of WHER important to the history of broadcasting? Who was Sam Phillips? Why did he start WHER? Why did Mr. Phillips sell his Elvis Presley record contract to RCA? Do you agree with his decision? Why/why not?

2. What are gender roles? Have students describe the roles of males and females in their society. Have these gender roles changed during the last 50 years? If so, how and why? Have students brainstorm a list of professions/jobs. For each profession/job, have students indicate if they think the profession/job is gender specific. Then, have students identify the reasons for their opinions, and whether they think jobs are still segregated by gender.

3. Since the 1950s popular television has captured the evolution of women's roles in America. Refer students to videos and cable television to view a cross section of sitcoms and family-oriented TV programs from the 1950s to the present. As students view the programs, instruct them to identify the types of jobs that women hold and roles they play. After viewing the programs, have students

compare and contrast how women are portrayed in television during different eras.

LINKS:
http://www.npr.org/programs/lnfsound/scrapbook/page3.html
http://members.tripod.com/adm/popup/roadmap.shtml?944791415080
http://www.apa.org/monitor/aug97/gender.html
http://www.sunstudio.com/

EDITOR'S NOTE:
WHER
broadcast history
Sam Phillips
radio

WORLDVIEW

FYI: Israel Second Holy Door : FYI: Israel Second Holy Door

1. Where is the Church of the Holy Sepulchre? Why is the Church of the Holy Sepulchre historically and religiously significant? Which religious sects have a hold on different parts of the church? Who holds the key to the existing church door? Why do some people want to add an extra door to the church? Why are some individuals opposed to adding another door?

2. To what extent does Israel control Jerusalem? What is the Israeli government's position about dealing with the church's issues? Do you think the Israeli government should help resolve the dispute over the additional door? Why/why not?

3. Refer students to the websites below to learn about Christianity and Islam, and the history of Israel. Group students. Have each group prepare a presentation about either the history of the Church of the Holy Sepulchre or one of the Christian groups that preside over the church, including the Greek Orthodox, Latin Armenian, Coptic, Syrian and Ethiopian sects. After the presentations, have students write essays about how the Church of the Holy Sepulchre is a microcosm of the region. How does the dispute over the additional door reflect the ongoing political conflict over the status of Jerusalem?

   EXTENSION: Have students debate whether or not adding an additional door would compromise the historical and religious integrity of the church. Following the debate, poll students to find out whether or not they think a second door should be built.

LINKS:
http://www.birzeit.edu/palnews/sepulchre/index.html
http://www.accessone.com/unitedtravel/holysep.html
http://people.morehead-st.edu/fs/t.pitts/christn.htm
http://people.morehead-st.edu/fs/t.pitts/islam.htm
http://israeliculture.about.com/msub7.htm?iam=mt

Culture Watch : Chinese Porcelain

1. What is porcelain? How is porcelain made? According to the video, to appreciate Chinese porcelain "you have to understand the aesthetics of the period." What is the meaning of this statement? Why do you think porcelain is considered one of the greatest achievements of ancient China?

2. Refer students to the websites below to learn more about Chinese porcelain and its historical significance. Then have students consider why people collect Chinese porcelain, the factors that influence the value of porcelain, and why the value of Chinese porcelain vacillates over time. Ask students: Do you think it is possible to predict whether a piece of porcelain will be more valuable in the future? Explain.

3. Ask students if they are collectors, and if they are, what they collect. Have students describe their collections, explain why they collect, and describe the challenges and rewards associated with collecting. Then direct students to generate a list of collectable items. Group students. Instruct each group to identify the following information about an item:
   1. The history of the item and its market value
   2. How the item became a collectable
   3. The factors that influence the value of the item
   4. Whether the item will be of value in the future.

   After the presentations, challenge students to identify a product that would be of potential value to collectors.

LINKS:
http://chineseculture.about.com/msub22.htm?iam=mt
http://www.gotheborg.com/index.htm
http://www.worldcollectorsnet.com/
http://www.christies.com/asianart/index.html
http://www.orientique.com/feature.html
http://chinasite.com/

Check it Out: Tata Young : Check it Out: Tata Young

1. Who is Tata Young? Why is she considered one of Asia's most exceptional trend-makers? What type of image does Tata Young promote?

2. What is a trend? How do celebrities create trends? What industries are created by celebrities and the trends associated with their success? Do cultural differences impact the success of a trend? Explain. Do you think Tata Young would be popular in Western countries? Why/why not?

3. Lead a class brainstorming session to help students generate a list of celebrities. Instruct students to identify the morals and values that are promoted by the celebrities, and how these values and morals are promoted. Have students discuss how media affects the public's perception of a celebrity. Ask students: How have each of these celebrities influenced popular culture? Do you think his/her public image is a true reflection of his/her personality? Why are certain celebrities more popular than others?

LINKS:
http://www.tatayoung.com

EDITOR'S NOTE:
Israel
Church of the Holy Sepulchre
Chinese porcelain
vitrifies
kiln
Asia
adulation

NEWSROOM CHRONICLE

Student Bureau : Millennium Voyage: Vietnam Letter

1. How does John describe his visit to Vietnam? What did he think of the country when he first arrived there? Why was he a little nervous at first? How were he and his American friends received when they arrived in town?

2. What did John learn about many of those who once fought for South Vietnam? Why do you think they were reluctant to talk about the war? Where did they take the American visitors? What was John's reaction to what he saw there? How did John react when he met the man who had stepped on a landmine? Although John's father fought against this person, why do you think John just wanted to comfort him?

3. What is the former name of the Reunification Palace? What happened there on April 30, 1975? Why was the building important to anti-communist forces during the war? How did John feel about his tour of the palace? John says that even though he didn't enjoy the tour of the palace, he respected its significance. What do you think he means?

4. How do the demographics John cited reflect the changing face of Vietnam? Because the majority of its population is so young, how might the general perception of history be different from what John expected? What lesson did John learn from his Vietnam experience?

5. If your students are unfamiliar with the Vietnam War, have them work in groups to conduct research on the topic. Some of the websites below may be of assistance. Have groups share their findings in class discussion. Initiate a class project where students create either a printed resource, to be kept in the reference area of your classroom, or an informative website. Make sure students cover the following topics: Origins of the conflict between North and South Vietnam, U.S. military involvement, reactions to the Vietnam War in the U.S., the POWs and MIAs, the Peace Talks and U.S. troop withdrawal.

6. In the beginning of this story, John refers to Vietnam as the place where his father "risked his life." Have small groups of students conduct interviews of other U.S. servicemen and women who risked their lives in Vietnam. How did these veterans feel about their tour of duty then? Have their views changed in any way? What do the veterans think the U.S. learned from this conflict? What would the veterans like young Americans to know about the Vietnam War? Share group interviews. Now have each student put himself/herself in the place of John's father and write a letter back to his son in response to his emotional experience in Vietnam.

LINKS:
http://cnn.com/SPECIALS/cold.war/episodes/11/
http://www.teachvietnam.org/
http://www.jg.net/jg/vietnam/
http://servercc.oakton.edu/~wittman/chronol.htm
http://servercc.oakton.edu/~wittman/
http://turnerlearning.com/newsroom/archive/1199/NR111199.html
http://www.semesteratsea.com

EDITOR'S NOTE:
Vietnam
cyclodrivers
landmine
Vietcong
Reunification Palace

communists

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 13, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:10... 04:45
Russia delays its attack on Chechnya.

In the Headlines ... 02:30... 07:15
OPTIMISM SURROUNDS ISRAELI-SYRIAN PEACE TALKS

YOUR DAILY DESK ... 01:00... 08:15
Environment Desk ... 01:25... 09:40
The U.S. EPA is reevaluating its position on the use of the pesticide Dursban.

WORLDVIEW ... 01:00... 10:40
Top of the World ... 02:40... 13:20
The organization known as Friends of Nature calls attention to a variety of environmental issues in China.

Inside North America ... 04:40... 18:00
A biologist lives among bighorn sheep to find clues to their near extinction.

Wild Kingdom ... 03:05... 21:05
Some cities contend with pigeons, but New Delhi faces a monkey menace.

Turner Website Information ... 00:45... 21:50
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 01:00... 22:50
Towering Men ... 02:35... 25:25
Inspired by the Million Man March, a group of African American men work to improve Harlem.

Look Ahead ... 00:30... 25:55
Every Tuesday: Democracy in America

Voices of the Millennium: Jonas Salk ... 01:40... 27:35
CNN NEWSROOM profiles Jonas Salk.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Ultimatum for Chechnya

1. Where is Chechnya located? What part of Chechnya is currently controlled by Russian troops? Have students share what they know about the events that have led to the recent evacuation of Grozny. How do many Chechen citizens feel about leaving Grozny? Who is Sergei Shoigu? What is he doing to expedite the evacuation? According to the Russian government, why have only a small percentage of Chechens evacuated Grozny?

2. Russian military commanders maintain that several thousand rebel fighters inside Grozny are holding civilians as human shields. What are the political objectives of the rebel fighters? In your opinion, why would the rebel fighters want to use Chechens as human shields?

3. Last week Russian leaders threatened to begin a massive aerial and artillery bombardment against Chechnya on Saturday. However, on Friday, Russian leaders backed away from their deadline. Refer students to the websites below to learn about how the international community reacted to Russia's initial ultimatum. Ask students: Why do you think the Russian leaders changed their minds about the attack?

4. The Russian government is "struggling to resettle about 200,000 Chechen refugees into Russian-controlled areas of the territory." What challenges and obstacles do you think the Russian government may encounter as it attempts to relocate the Chechen refugees? What type of problems do you think Chechen refugees will encounter as they relocate? Do you think Chechen citizens should leave Grozny? Why/why not?

5. Have students consult multimedia resources, including the websites below, to create a timeline depicting the history of military conflict between Russia and Chechnya. Next, as a class, discuss what conditions were like for Chechens under Russian rule, and identify the benefits and drawbacks of Chechnya gaining its independence from Russia. Inform students that according to the truce between Chechnya and Russia, the future status of Chechnya is on hold until 2001. Have students write a position paper about whether or not Chechnya should remain an independent state. After students share their papers, have them discuss the following questions: What is your opinion of the situation in Chechnya? Do you think there are ways, other than seizing control of Chechnya, for Russia to reassert itself as a world power? Explain.

LINKS:
http://cnn.com/1999/WORLD/europe/12/12/russia.chechnya.01/
http://cnn.com/1999/WORLD/europe/12/10/russia.chechnya.02/
http://www.amina.com/
http://www.russiatoday.com/
http://www.gov.ru/

In the Headlines : In the Headlines

1. What is the purpose of the Israeli-Syrian peace talks? Why did Israel and Syria suspend their peace talks nearly four years ago? When and where are the peace talks scheduled to take place? Why are some observers optimistic about the talks?

2. What is Syria's "long-elusive goal?" When and under what circumstances did Israel acquire the Golan Heights? Why is the Golan Heights strategically significant? Why is this region a source of contention between Arabs and Israelis? How might Israelis who are living in the Golan Heights be affected if Syria regains control of the area? How do students think the fate of the Golan Heights should be resolved? Challenge students to write essays that explain their ideas for the future of the

Golan Heights.

3. According to U.S. Secretary of State, Madeline Albright, why might the peace talks be "tough going"? Refer students to multimedia resources, including the websites below, to learn more about the history of the relationships between Israel, Syria and the U.S. during the last 50 years. Help students create a chart that depicts the significant political events that have impacted the relationships between these three nations.

4. Some observers speculate that if Syria regains control of the Golan Heights Israeli residents will have to leave the area. Divide your class into two groups to debate whether or not the U.S. should help finance an Israeli withdrawal from the Golan Heights.

LINKS:
http://cnn.com/1999/WORLD/meast/12/12/syria.israel.01/
http://www.pmo.gov.il/english/index.htm
http://www.sana-syria.com/
http://www.golan-syria.org/
http://israeliculture.miningco.com/culture/israeliculture/library/extra/blghtoda.htm

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EDITOR'S NOTE:
Russia
Grozny
safe corridors
refugees
ultimatum
enclave
Israeli Prime Minister Ehud Barak

YOUR DAILY DESK

Environment Desk : Pesticide Caution

1. What is Dursban? Why is the U.S. Environmental Protection Agency (EPA) concerned about Dursban? How widespread is the exposure to Dursban? What research was used as the basis for inventing Dursban? What prompted the EPA's investigation?

2. What are farmers saying about Dursban? Why do farmers "question the science driving the EPA's concerns?" What are they asking the EPA to do to ensure impartiality and thoroughness? What is the EPA's position? Do you think it is possible to create a nerve-paralyzing agent that kills incects and, at high levels, is safe for humans? Explain. Do you think limiting the use of Dursban would impact the residential home building market? Why/why not?

3. Have students examine the research and development process that led to the creation of insecticides such as DDT, Chlordane and Dursban. Have small groups of students find out who invented these pesticides and how these pesticides were invented. Direct students to also identify the maximum level of each pesticide that humans can be exposed to without risking injury. Students should state this information in a parts per million measurement. After groups share their findings, discuss whether it is possible to destroy harmful insects without endangering humans in the process. Ask students if they think a technological solution to the problem, such as using nanotechnology (e.g. computer-guided flying ants), could be developed.

LINKS:
http://www.enviroweb.org/hecweb/archive/pestfile/dursbanepa.htm

http://www.dowagro.com/pestweb/pco/products/General/dursban_pro/dursbanpro2.htm
http://pmi.princeton.edu/pathways/chm112_98/students/toxicstuff/toxics6c.html
http://www.chem-tox.com/chlordane/index.htm#introduction

EDITOR'S NOTE:
pesticide
Environmental Protection Agency (EPA)

WORLDVIEW

Top of the World : China Friends of Nature

1. What is the focus of the Friends of Nature organization? Why do you think it was the first non-governmental organization to get the blessing of the Chinese government? Besides growth and consumption issues, what other issues has the organization adopted? How does China's chapter of Friends of Nature get its message out?

2. Why do you think the Chinese government once considered this environmental group a threat? Is free association something that is commonplace in China? Why/why not? How would you classify China's government? Why might this kind of government be reluctant to let its citizens congregate? Do you think the Friends of Nature could be a threat to the Chinese government? State your rationale.

3. China's people face many environmental issues, some unique to their country and others similar to the concerns of other nations. Ask students: If you were a member of China's chapter of Friends of Nature, what environmental issues might you want the organization to adopt? Then have students work in groups to conduct research on environmental issues in China and select three to investigate and present to the class. Groups will want to focus their efforts on a brief explanation of each issue, its long- and short-term consequences, and their reasons why Friends of Nature should make it a priority.

LINKS:
http://www.edf.org/pubs/EDF-Letter/1996/May/d_newsbr.html
http://www.nfi.at/nfi-en.html
http://www.wri.org/wri/wr-98-99/prc2ntro.htm
http://members.aol.com/cmwwrc/marmamnews/97121202.html

Inside North America : Man on the Mountain

1. What does John Mioncynski do for a living? What species is he studying? Where does he live? Why does he live among the herd? What happens when the herd moves? How does he keep track of the bighorn sheep?

2. What does Mr. Mioncynski's early research data indicate about the reason why the bighorn sheep are dying off? What other observation has he made about the sheep?

3. How would you describe John Mioncynski's lifestyle? What does he eat? How does he spend most of his time? Does he ever get lonely? Has he ever had any close calls in nature? Explain. What do you think of Mr. Mioncynski's approach to researching the cause of the decline of the bighorn sheep? Would you ever consider doing this kind of work? Would you be willing to live in the wild in order to study a particular species? Explain.

4. Inform students that often environmentalists must be ecological detectives, using logical reasoning to formulate hypotheses and eliminate some variables. Challenge groups of students to think like environmentalists such as John Mioncynski. First, have them research information about the bighorn sheep, focusing their efforts on the Rocky Mountain bighorn sheep. Then have each group formulate several hypotheses on what could be killing the sheep over time, and indicate what clues led them to establish these hypotheses. Share group ideas with the class. How would John Mioncynski and other biologists go about proving or disproving each hypothesis? Discuss.

LINKS:
http://www.themaestro.com/JH/Wildlife/Bighorn.html
http://www.theabf.org/bighorn.html
http://sevilleta.unm.edu/data/species/mammal/profile/bighorn-sheep.html

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Wild Kingdom : India Monkey Menace

1. What kind of pest problem is confronting the city of New Delhi? What do the monkeys do to disrupt life in the city? Who is Iqbal Malik? What is a primatologist? What does Mr. Malik advise humans to do to get rid of the monkeys? Why is his advice ignored by many?

2. How is human action responsible for the monkeys' flight into the city? Can you think of any other instances when human development has caused a migration of animals to another place? Explain. What is India's government planning to do about the monkey menace? Who takes care of this problem now?

3. Although these monkeys are sacred to many Hindus, they also represent a potential health threat to humans. Direct your students to learn more about the health problems monkeys can cause for humans, including the monkeys' ability to transmit diseases such as ebola and rabies. Share student findings in class discussion. Remind students again of the religious significance of these animals to many citizens of New Delhi. Ask: If you were a government official, how would you balance the need to rid New Delhi of wild monkeys with respect for the beliefs of your citizens? Challenge groups of students to create proposals or role plays that demonstrate ways to accomplish these goals.

LINKS:
http://www.planetpets.simplenet.com/plntmnky.htm
http://www.suite101.com/article.cfm/microbiology/1348
http://www.tcfhe.com/Dunston/Not/Content/dontCallMe/oldworld.html

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EDITOR'S NOTE:
Great Wall
Friends of Nature
selenium
cobalt
infestation
Haniman
rhesus monkey

NEWSROOM CHRONICLE

Towering Men : Towering Men

1. What was the Million Man March? Why was the rally controversial? Who is Michael Garner? Why

do Mr. Garner and his friends refer to themselves as the "Towering Men"? Why did the "Towering Men" renovate the playground in Harlem?

2. Where is Harlem located? What type of challenges do you think children growing up in Harlem encounter? How do you think the people in Harlem will benefit from the efforts of the "Towering Men"? Do you think the "Towering Men" were affected by their work in Harlem? Explain.

3. The Million Man March took place on October 16, 1995. The march called for black men to "unite, to atone for their destructive behavior, and to control their own destinies." Refer students to archival resources to research the political and racial climate of the U.S. in October, 1995. Group students. Then direct groups to the second website below to review people's opinions about the march. Have each group select a quote and discuss its meaning. Ask each group to determine if the quote reflects a particular political agenda. After the groups have presented their findings, create a list of the social and political issues that were generated by the march. Then, have your students discuss whether or not these issues are relevant in today's society.

LINKS:
http://cnn.com/US/9510/megamarch/march.html
http://cnn.com/US/9510/megamarch/quotes.html

Voices of the Millennium: Jonas Salk : Voices of the Millennium: Jonas Salk

1. Who was Jonas Salk? What were some of Jonas Salk's scientific achievements? What is polio? What to you think life would be like today if Jonas Salk had not invented the polio vaccine?

2. In the video we learn that Jonas Salk was a visionary, who "tried to awaken people to the idea that they can create the future as they want to see it." Have students discuss the meaning of this statement. Then, challenge students to write essays describing their visions for the future of the world. Ask students to consider the problems facing the world, how the world might be different if these problems didn't exist, and what people can do to address these problems. Have students share their papers and discuss.

LINKS:
http://www.wic.org/bio/jsalk.htm
http://www.pbs.org/wgbh/aso/databank/entries/bmsalk.html
http://www.pbs.org/wgbh/aso/ontheedge/polio/

EDITOR'S NOTE:
Million Man March
Harlem
Jonas Salk
polio vaccine

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CNN NEWSROOM Guide

December 14, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 02:20... 04:40
According to a U.N. report, conditions for children in developing countries are worse than ever before.

In the Headlines ... 01:05... 05:45
OFFICIALS PREPARE TO TRANSFER THE PANAMA CANAL

YOUR DAILY DESK ... 00:50... 06:35
Health Desk ... 02:20... 08:55
A new study indicates that homeless children in the U.S. are not being cared for properly.

WORLDVIEW ... 00:45... 09:40
Top of the World ... 02:15... 11:55
A religious sect in the Philippines stockpiles supplies for the Millennium.

Reporter's Notebook - India ... 03:25... 15:20
A CNN correspondent surveys the damage from a killer cyclone in India.

Inside Africa ... 03:10... 18:30
The number of AIDS orphans in South Africa is reaching crisis proportions.

Turner Website Information ... 00:45... 19:15
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:30... 19Z:45
Democracy in America: Iowa Electronic Market ... 02:50... 22/;35
Candidates are the commodities on this unusual website.

Y2K and YOU*TH ... 05:10... 27:45
Technology continues to influence the evolution of civilization.

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : State of the Children

1. How have the lives of children throughout the world improved during the last century? What is UNICEF? When and why was UNICEF created? What is the purpose of UNICEF's "State of the Children 2000" report? According to the report, what conditions pose the biggest threat to children? What obstacles is UNICEF currently facing?

2. What is the "Convention on the Rights of the Child"? Do you think this convention is necessary? Why/why not? Should children have rights that are distinct from the rights of adults? Explain. In your opinion, will the UNICEF report revitalize the international community's interest in the global problems that are threatening the rights of children? Explain.

3. Divide your class into five groups. Have each group prepare a presentation about one of the following five issues and its impact on the development of children throughout the world: HIV/AIDS, armed conflict and violence, increasing poverty or gender discrimination. Instruct each group to provide background and statistical information about the issue. Following the presentations, have students identify ways that the "intergenerational patterns" of poverty, war, HIV/AIDS and discrimination can be broken. Do you think the international community should increase its funding to resolve basic health, education, family planning, and water and sanitation problems? If so, how should the money be spent?

4. Refer students to the websites below to learn about the "Convention on the Rights of the Child." Then, instruct students to identify if the rights of children are being violated in your community and state. If so, have students determine which of these violations are the most sever. Can your class come to a consensus? Why/why not? Following this discussion, ask students: What, if anything, is being done to address these problems.

LINKS:
http://www.unicef.org/
http://www.unicef.org/crc
http://www.unicef.org/sowc00/

EDITOR'S NOTE:
Cold War
Children's Rights Convention
UNICEF
developing countries

YOUR DAILY DESK

Health Desk: Homeless Children

1. What were the findings of the Institute for Children and Poverty's homeless children study? Why are children homeless? How many children in the U.S. are homeless? How does being homeless affect the health and education of children? Why do you think this is so? In your opinion, why do some children feel embarrassed about being homeless?

2. According to the president of the Institute for Children and Poverty, "There is a pattern of failure for what's happening with poor children (in the U.S.) and it's tied into so many areas: Health, hunger, schooling, something that is going to be catastrophic unless somebody pays attention to this." Explain how these problems could become "catastrophic."

3. Have students identify why homelessness is a public health issue. Inform students that malnutrition, depression, anxiety, low self esteem, and illiteracy are all potential byproducts of being a homeless child. Group students. Have each group develop a presentation about one of the conditions, why it is linked to homelessness, and how the condition can impact a child's life. After the presentations, have students locate resources that are available to help children manage these problems.

EXTENSION: Encourage students to reflect upon their research. Then, using magazines, paints and other art supplies, help students create collages that depict their thoughts and feelings about what it might be like to be a homeless child. Have students share their creations and discuss.

LINKS:
http://nch.ari.net/
http://csf.colorado.edu/homeless/youth.html
http://www.bcpl.net/~hch/causes.html

EDITOR'S NOTE:
homelessness
shelters
poverty
children

WORLDVIEW

Top of the World : Millennium Sect

1. What is a religious sect? Why is the sect seen in the video stockpiling supplies? What else are its members doing to prepare for the Millennium? What do they plan to do on December 20th? Why are they worried about the dawn of the new year?

2. How do different world religions perceive the Millennium? Group students, and have each group choose one world religion. Direct each group to determine whether or not its chosen religion is attaching any significance to the year 2000. If so, to what extent is the coming year significant? If not, what are the significant dates or years in that religion's calendar? Instruct each group to make brief presentations of its findings. Compare the religions' views of the Millennium and the beliefs upon which these views are based.

3. Ask students if they have any Y2K concerns. Are they and their families making any special preparations for the new year? Invite a local government official to address the class on the government's recommendations for its citizens as Y2K approaches. Have students conduct research for additional information if necessary. To alleviate the fears that students may have about Y2K, have your class create a reference sheet that offers practical advice about how citizens should prepare for Y2K. If possible, distribute copies of the reference sheet to other classes.

LINKS:
http://195.92.149.132/links/
http://www.soon.org.uk/info/millennium.htm
http://www.gazetteonline.com/special/y2k/y2k035.htm
http://www.lutterworth.com/lp/titles/millen.htm

Reporter's Notebook: India

1. Describe the scene as CNN's Satinder Bindra flew over cyclone-stricken areas of India. When did the storm occur? Why have its effects been so long-lasting?

2. This most recent cyclone that destroyed the state of Orissa in India hit on October 29th of this year. What were some of the immediate effects of the disaster? What are some long-term effects? Have students work in groups to learn more about the long-term physical and emotional damage caused by killer storms and share their findings. What do students think should be done to help the victims of this disaster? What kind of help will Orissa need to deal with the tragedy and to rebuild?

3. Could the devastation from this cyclone have been prevented or minimized? Generate a class discussion about storm preparedness and the extent to which it can save lives and property. Is your area prone to natural disasters of any kind? If so, invite a professional from your community's emergency response team or local government to address students on disaster preparedness. Discuss how local officials implement building codes, evacuation routes, early warning systems, emergency medical response, etc., to minimize disaster consequences. Refer back to the video and discuss the reasons why Orissa suffered such devastation resulting from this cyclone.

LINKS:
http://www.atms.unca.edu/~farr/atcqrg.html
http://covis.atmos.uiuc.edu/guide/cyclone/cyclone.html
http://cnn.com/ASIANOW/south/9911/13/india.cyclone.ap/index.html
http://cnn.com/ASIANOW/south/9911/11/india.cyclone.ap/index.html

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Inside Africa : South Africa AIDS

1. What is happening to the number of AIDS orphans in South Africa? Where are many of these orphans living now? Who is Heather Reynolds? How is she trying to help the orphans? How does she finance her efforts?

2. According to U.N. estimates, what percentage of South Africa's children will be orphans by the year 2005? What is happening to the children of deceased parents in villages where there are no orphanages? In the story we hear that "All over this province, the dreams of children are dying, some even before they are born." What do you think this means?

3. Dr. Robert Shell, Director of the Population Research Unit at Rhodes University, believes that somewhere around 22% of the sub-Saharan population has been infected with HIV. He says that HIV in sub-Saharan Africa is "not an epidemic, but a pandemic. And South Africa is the epicenter." Generate a class discussion to analyze the meaning of this quote. Then divide the class into small groups. Challenge each group to research the severity of the AIDS epidemic in South Africa and its consequences. Have each group write a paper presenting its findings and describing some of the long-term social, political and economic consequences of widespread AIDS in South Africa.

LINKS:
http://hivinsite.ucsf.edu/ads/9705/97050901.html
http://ww2.aegis.com/default.asp?req=http://ww2.aegis.com/pubs/aidsline/1997/apr/M9740459.html
http://www.hivdent.org/publicp/ppasttsa1298.htm

EDITOR'S NOTE:
sect
Bible
cyclone
evacuate

traumatized
orphan
HIV
pigsty

NEWSROOM CHRONICLE

Democracy in America: Iowa Electronic Market

1. What are the "investments" on the Iowa Electronic Market website? How does one go about "trading futures" in these candidates? How do the investments "pay off"? When does the market close for each candidate?

2. How are candidate prices established on this site? What does it mean when the story tells us that "a candidate's price fluctuates with demand"? If you had only this website to use as a source of information, and could assume it was accurate, which candidates would seem to have the highest "value"? Is it safe to assume that this reflects true voter preference? Why/why not?

3. Ask students: Why was this website created? Do you think this is an effective way to learn something about economics and politics at the same time? Challenge students to create their own interpretation of Election 2000 in economic terms. Start by having the class devise a random poll to determine the preferential rankings (1st, 2nd, 3rd preference, and so on) of the presidential candidates in the Democratic and Republican Parties among voters in your area, or if you prefer, among students at your school. Have the class compile its data and "rank" the candidates based on its poll. After ranking the candidates, assist the class in assigning a dollar value to each. Treat the candidates like stock and post their prices per share on the board. Discuss the factors that can influence the "price" of each candidate's "stock." What is a good debate performance worth? How could rumors of health problems affect a candidate's "value"?

EXTENSION: After stock prices per share have been established for each candidate, divide the class into small groups. Have each group follow one candidate and chart his stock performance over a prescribed period of time. Discuss the reasons for his stock's fluctuations, and how candidates have both bad and good political cycles as well.

LINKS:
http://www.biz.uiowa.edu/iem/
http://cnn.com/ALLPOLITICS/
http://www.vote-smart.org/

Y2K and YOU*TH

1. What is Y2K? Have students share what they know about the potential impact of Y2K? What are the differences between the Christian, Gregorian, and Julian calendars? What does the year 2000 represent according to these calendars? What is an abacus? What are the parallels between the history of the abacus and computer technology? Who invented the printing press? How did the printing press impact the world?

2. Refer students back to the video to review some of the technological developments that have occurred during the last millennium. Then, discuss how these technologies have influenced the evolution of the Western world. Next, divide your class into two groups to debate the following statement: Computer technology enhances civilization. Prior to the debate, have students create a list of different aspects of civilization that they will consider during the debate, such as education,

health care, and interpersonal relationships. Following the debate, have students identify the factors that determine the evolution of computer technology. Ask students to predict how computers will influence civilization during the next 100 years.

LINKS:
http://www.senate.gov/~y2k/
http://cnn.com/TECH/specials/y2k

EDITOR'S NOTE:
Y2K
Millenium
mercantile exchange
shares and trade futures
party primaries
technology
fluctuates
commodity

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 15, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 06:15... 08:50
-The U.S. ceremonially relinquishes control of the Panama Canal. -The Panama Canal helped establish the U.S. as a global power.

YOUR DAILY DESK ... 01:00... 09:50
Business Desk ... 02:25... 12:15
Companies have spent billions of dollars preparing for Y2K.

WORLDVIEW ... 01:00... 13:15
Where in the World? ... 01:15... 14:30
Today is the birthday of Gustave Eiffel, the man who designed the famous tower.

Taking Care of Business ... 02:15... 16:45
France chooses a new face for its national symbol.

Inside Asia ... 02:00... 18:45
Hong Kong's international toy fair is serious business.

Culture Watch ... 02:25... 21:10
The German town of Lauscha is known as the home of glass Christmas ornaments.

Around the World ... 02:45... 23:55
After an incredible singing career, international star Celine Dion is taking time off.

NEWSROOM CHRONICLE ... 00:30... 24:25

Millennium Pop Quiz ... 00:30... 24:55
Y2K and YOUth #2 ... 02:40... 27:35
Historically, the turn of a century has caused people to worry about the future of the world.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Panama Canal

1. Where is the Panama Canal located? What was the purpose of yesterday's ceremony? Do you think the ceremony was necessary? Why/why not? When will the official transfer of the Panama Canal occur?

2. When was the canal built? Why is the Panama Canal considered one of the world's greatest engineering feats? When and under what circumstances did the U.S. acquire the Panama Canal? What is "Manifest Destiny"? According to the video, why did President Roosevelt believe that the U.S. should control the canal? Do you agree with his rationale? Why/why not? What were the provisions of the 1922 Panama Canal Treaty? Why do you think the Panama Canal is considered "one of the most important pieces of real estate in the world?"

3. Refer students to library and online resources, including the websites below, to learn more about the history of the Panama Canal and its impact on Panama's environment, economy and culture. Have students identify:
    1. How sailors traveled west from Europe or Africa to California prior to the building of the Panama Canal
    2. How the Panama Canal was constructed
    3. The cost of the canal in terms of money and lives. Discuss students' findings. Ask students to consider what life might be like for Panamanians if the canal had never been built. Do you think the Panama Canal has enhanced the global community? Why/why not?

4. During the signing of the 1977 Panama Canal Treaty President Jimmy Carter stated, "throughout their duel history, the U.S. had misunderstood the feelings of the Panamanian people." What is the meaning and political significance of this statement? Why did Panamanians demonstrate during the signing of the treaty? Do you think the demonstrations were justified? Explain.

5. Have students investigate the history of U.S.-Panama relations and the Panama Canal. Refer students to the websites below to conduct an online scavenger hunt to locate the following information about the 1977 Panama Canal Treaty: The origin and conditions of the treaty, why the U.S. and Panama agreed to the treaty, and how having control of the canal will impact Panama. After groups present their findings, have students discuss whether or not they think the treaty is fare and reasonable.

6. As a class, identify the challenges that Panama may encounter as it assumes control of the canal. Then, inform students that Panama is a country that has been "wracked by periods of political upheaval and corruption." Have students write essays about whether or not they think Panama will be able to manage the canal without the direct help of the U.S. Have students share their essays and discuss.

LINKS:
http://cnn.com/1999/WORLD/americas/12/14/panama.canal.03/index.html
http://www.pancanal.com/general/
http://www.discovery.com/stories/history/panama/panama.html
http://ac.acusd.edu/History/text/diplo/panamatreaty.html
http://www.american.edu/projects/mandala/TED/CANAL.htm
http://www.pancanal.com/ctransition/
http://www.latinworld.com/countries/panama/

EDITOR'S NOTE:
Panama Canal
Manifest Destiny
Theodore Roosevelt

YOUR DAILY DESK

Business Desk : Y2K Monies

1. Review some of the problems that could occur as a result of the Y2K Bug. How much money has been spent in the U.S. to avoid these problems? According to the U.S. Commerce Department, which sectors of the U.S. appear to be prepared for Y2K? Which are not? In spite of the preparations, why are experts unable to guarantee that everything will run smoothly?

2. How could Y2K affect small businesses? In a recent survey, while 81% of small business owners were aware of the possible implications of Y2K, less than one in four considered it to be a "serious" problem. Why do you think small businesses are taking the Y2K issue less seriously? Can you think of an example of Y2K causing a major problem for a small business and its customers? Explain.

3. Statistics demonstrate that after a natural disaster, such as a flood, or a catastrophic event, such as the federal building bombing in Oklahoma City, about 30% of affected small businesses are forced to shut down. Y2K could affect small businesses in much the same manner as a local disaster or a catastrophic event. Read this information to the class and ask them to put themselves in the place of small business owners. What would the students do to prevent their businesses from becoming casualties of Y2K? Divide the class into groups and direct each to interview a local small business owner to learn what he/she is doing to prepare for Y2K. Are the business owner's vendors and suppliers Y2K compliant as well? If the owner is not prepared for Y2K, have the group ask how he or she plans to confront any Y2K-generated problems. Share group interviews, and determine what percent of local business owners interviewed are prepared for Y2K.

LINKS:
http://www.zdnet.com/zdy2k/1998/12/5313.html
http://www.house.gov/apps/list/press/tx19_combest/Y2Kprepare.htm
http://www.y2kspecialist.com/Y2Kprepare/index.htm

EDITOR'S NOTE:
Y2K
U.S. Commerce Department

WORLDVIEW

Where in the World? : Eiffel Tower

1. Where is the Eiffel Tower? Who designed it? What other famous landmark did he help to design?

2. How tall is the Eiffel Tower? Why was it originally built? What did it cost to build? How was this cost repaid?

3. The Eiffel Tower is one of the world's great structures. It is both an engineering marvel and a national symbol for the people of France. Challenge students to find out more about the Tower, its place in history and culture and its symbolism. After researching facts about the Eiffel Tower, have the class design and create a website on facts and folklore about the Tower.

4. What other great buildings are monuments to human creativity? Divide the class into small groups. Direct each group to locate and research one great building located anywhere in the world, and present a multimedia report on that structure. Each group will want to focus its efforts on the building's design, creation, purpose, and symbolism.

LINKS:
http://www.endex.com/gf/buildings/eiffel/eiffel.html
http://www.greatbuildings.com/buildings/Eiffel_Tower.html
http://www.greatbuildings.com/gbc.html

Taking Care of Business : Marianne 2000

1. Who is Marianne? Who has been chosen as the new face to represent her? How was she chosen? What other famous faces have been chosen to represent Marianne?

2. What does Ms. Casta do for a living? What were the occupations of the other contestants who wanted to represent Marianne? Why are some people critical of the way that Marianne is chosen? Do you agree or disagree with them? State your rationale.

3. Refer students back to the video to learn about the origins of Marianne. Generate a class discussion about national symbols. What does Marianne represent to the French people? Who would students consider the national symbol of the U.S.? Why? Challenge students to learn more about the origins of either Lady Liberty or Uncle Sam. For example, did your students know that many believe that the individual who lent his name to the character was actually a meatpacker from Troy, New York, known as "Uncle Sam" Wilson? The two individuals look nothing alike (Samuel Wilson was clean-shaven), but the character evolved from artists' interpretations. After students have shared their findings, challenge each to create his or her own interpretation of either Lady Liberty or Uncle Sam and present it to the class. Discuss how personal opinions and nationalism influence the evolution of a national symbol.

LINKS:
http://www.te race.qld.edu.au/academic/lote/french/icomaria.htm
http://home.nycap.rr.com/content/us_contents.html
http://home.nycap.rr.com/content/us_bio.html
http://xroads.virginia.edu/~CAP/SAM/home.htm

Inside Asia : Hong Kong Toy Fair

1. How long does the Hong Kong toy fair last? Why do exhibitors spend so much money to be there? What is meant by the term "wholesale"? How does "wholesale" differ from "retail"? Why does the toy fair sell only wholesale products?

2. Ask students in your class if they or any of their family members have ever been to a trade show. Discuss the purpose of a trade show and its role in promoting business. Invite a local retailer to address the class on ways that he/she learns about upcoming products.

LINKS:
http://www.toybase.com.tw/hkshow/index.html
http://www.pintoys.com/fair.html

Culture Watch : Germany Ornaments

1. When were the first glass ornaments created in Lauscha? What is the town's largest employer? How

has the town managed to survive economically, even through financial depression and world wars? Where are most of the ornaments made in Lauscha sold?

2. How would you describe the art of glass blowing? What glass ornaments seem to be popular this year? Why do you think there is such demand for glass ornaments?

3. F.W. Woolworth, owner of the famous five-and-dime stores, introduced glass ornaments from Lauscha to the U.S. in 1880. He was at first skeptical about their appeal, but he later estimated he had made $25 million just on the sale of these ornaments. Read this fact to students and ask them why they think the Lauscha glass ornaments were so successful in the U.S. Generate a class discussion about consumer preference for seasonal products. Challenge students to find examples of this year's "hot" holiday products and share their findings. Do students think these items will sell as well this time next year? Why/why not?

LINKS:
http://www.homearts.com/cl/collect/12ornb3.htm
http://www.christmasbykrebs.com/lauscha.glass.christmas.ornament.htm

http://www.weihnachten.org/ekap1_1.htm

Around the World : Celine Dion

1. Who is Celine Dion? How would you describe her music and her career? Why is she taking a break from her career? What does she plan to do while she is away from music?

2. Many celebrities such as entertainers and athletes have taken a break from their careers but later return to the spotlight. Can you think of any individuals who have done this? Explain. In each case, why did the person leave? If you were a famous person, do you think you would ever want to leave your profession, even temporarily? Explain. What reasons might prompt you to walk away from a celebrity's life?

LINKS:
http://www.celineonline.com/
http://www.geocities.com/Broadway/Alley/5342/news.html

EDITOR'S NOTE:
Eiffel Tower
stereotypical
Bonaparte
wholesale
retail
glass blowing
Lauscha
Celine Dion

NEWSROOM CHRONICLE

Y2K and YOUth #2

1. What is a millennium? Have students share what they know about the Y2K problem. Why do you think people have associated apocalyptic events with turn of the centuries? What examples of this

phenomenon are mentioned in the video? How have science and technology contributed to this phenomenon?

2. Do you worry about Y2K and the Millennium? Why/why not? Do you think Y2K will affect people's perceptions of the 20th century? Explain. How do you think future historians will view this century?

3. Help your class create a 20th century time capsule. Have students interview three people of different generations. Students should ask their subjects to identify ten events, innovations, people or objects that they think depict the 20th century. Have students compare and contrast their findings. Then, instruct students to write letters to a future historian that describe how they think the 20th century and the Millennium should be remembered.

LINKS:
http://195.92.149.132/links/
http://www.senate.gov/~y2k/
http://cnn.com/TECH/specials/y2k
http://turnerlearning.com/cnn/millennium/

EDITOR'S NOTE:
Y2K
Millenium
apocalyptic
technology

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CNN NEWSROOM Guide

December 16, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 00:50... 02:35
Top Story ... 06:55... 09.30
-Israel and Syria begin their peace talks.
-Israelis and Syrians share their reactions to the negotiations.

YOUR DAiLY DESK ... 00:50... 10:20
Science Desk ... 01:55... 12:15
A new wave of powerful solar storms is approaching Earth.

Science Desk Extra: Space Shuttle ... 00:35... 12:50
The Space Shuttle Discovery sets off to repair the Hubble telescope.

WORLDVIEW ... 00:50... 13:40
Around the World ... 02:30... 16:10
Controversy surrounds a U.S. school that trains Latin American military leaders.

Sports Page: I.O.C. Training Camp ... 02:40... 18:50
A training facility for international Olympic athletes is closing its doors..

Inside Africa ... 02:40... 18:50
The ecosystem of South Africa's Dukuduku Forest is being overrun by humankind.

NEWSROOM CHRONICLE ... 00:30... 22:00
Y2K and YOUth Finale ... 05:30... 27:30
Schools throughout the U.S. prepare for Y2K.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Israel-Syria Talks

1. Who are Ehud Barak and Farouk al-Sharaa? What is the United States' role in the negotiations? Why did Israel and Syria suspend their peace talks nearly four years ago? What was the political significance of Ehud Barak's and Farouk al-Sharaa's opening remarks?

2. What are the major issues in dispute between Israel and Syria? What is Ehud Barak's "land for peace deal"? How do many Israeli citizens feel about Ehud Barak's negotiation strategy? Do you think the dissenting Israeli citizens will impact the peace negotiations? Explain.

3. Divide your class into five groups. Have each group use newspapers and online resources to monitor the evolution of one of the following negotiations issues:

    1. Security, including possible early warning systems on the Golan Heights, the makeup of security forces on the lines of disengagement between Israel and Syria, and issues involving the Hezbollah and Lebanon
    2. The normalization of ties between Israel and Syria
    3. The opening of borders between Israel and Syria
    4. Water
    5. A timetable for withdrawals, normalization of ties and borders if an agreement is reached. As the negotiations progress, have groups present daily summaries of the issues' developments, and how these issues are impacting the peace process.

4. One focus of the Israeli-Syrian talks is the future of the Golan Heights. Have students work in groups to learn more about the history and political status of the Golan Heights. Where is the Golan Heights located? Who lives there? When and under what circumstances did Israel come to control the Golan Heights? After groups share their findings ask: Why is this region a source of contention between Arabs and Israelis? How do you think the fate of the Golan Heights should be resolved? Challenge students to write essays that explain their ideas for the future of the Golan Heights.

5. What are Syria and Israel's conditions for peace? How might Syria and Israel benefit by establishing peace? President Clinton stated that "the road to peace is no easier, and in many ways harder, than the road to war." What is the meaning of this statement? How does it apply to the Israeli-Syrian peace process?

6. Have students consult their texts and the websites below to learn more about the search for peace in the Middle East, dating back to the establishment of the state of Israel in 1948. As a class, generate a list of the key individuals who have been involved in the Middle East peace process. Have groups of students prepare reports about the backgrounds of these individuals and their contributions to the Middle East peace process. After each group shares its report, have students discuss the impact of the political events that have influenced the course of the peace process, such as the assassination of Yitzhak Rabin. Ask students: In your opinion, do you think peace can be achieved in the Middle East? If so, what would it take to preserve this peace agreement?

LINKS:
http://cnn.com/1999/WORLD/meast/12/15/israel.syria.01/index.html
http://cnn.com/1999/WORLD/meast/12/15/bc.mideast.chrono.reut/
http://cnn.com/WORLD/struggle_for_peace/
http://cnn.com/WORLD/struggle_for_peace/
http://cnn.com/1999/WORLD/meast/12/08/mideast.01/index.html
http://www.pmo.gov.il/english/index.htm
http://www.sana-syria.com/
http://www.golan-syria.org/
http://israeliculture.miningco.com/culture/israeliculture/library/extra/blghtoda.htm

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EDITOR'S NOTE:
Israel
Syria
Golan Heights
peace talks

Middle East

YOUR DAILY DESK

Science Desk: Solar Storms

1. What are solar storms? When do they occur? What impact do they have on the Earth? What steps can people take to protect themselves from satellite outages? Why is the impact of solar storms on everyday business activity greater this year than ever before?

2. Why is the Earth particularly vulnerable to "space weather"? What are the components of solar radiation? What is "solar max"? An anonymous writer once wrote, "The more technologically advanced we become, the more fragile our existence." How does this statement relate to the news story? Do you agree? Why/why not?

3. Challenge your students to research current technological innovations that have made the prediction of solar storms more accurate. Have students visit the first website below and other media resources to find out:
   - What is the new instrument scientists are using to predict solar storms?
   - What is plasma?
   - What shape does the magnetic field in the sun's plasma make before it
   - turns into a solar storm?

   Discuss with your students how scientists and corporations can use this information to protect themselves against grand scale losses. In what ways does detecting and reacting to potential hazards unite people from different walks of life?

LINKS:
http://science.nasa.gov/newhome/headlines/ast09mar99_1.htm
http://hesperia.gsfc.nasa.gov/sftheory/
http://www.sunspotcycle.com/

EDITOR'S NOTE:
solar storms
Global Positioning Satellite Navigation Systems
solar radiation
geomagnetic storms
solar max
aurora borealis
electromagnetic energy

WORLDVIEW

Around the World : School of the Americas

1. Where is the School of the Americas? Who runs this school? Who are its students? Why were thousands of people recently protesting outside the school?

2. What is an assassin? Why do the protestors claim that the SOA trains assassins? Who are some of the school's notorious alumni? How do SOA officials respond to the claim that they are

ignoring instruction on human rights? According to the video, how have the protests impacted the school and its curriculum? Do you think that a military school should have to teach humans rights courses in addition to its training in warfare? Why or why not?

3. Protestors want the School of the Americas to close. Its supporters contend it is necessary as a bridge between the U.S. and Latin American militaries. What do students think? Have students work in groups to research both sides of this issue. The websites below may be of assistance. Share group findings in class discussion. Challenge each student to put himself/herself in the place of a congressional representative who is facing a vote on funding for the School of the Americas. Direct each student to write a press release that outlines his/her position and likely vote.

LINKS:
http://www.benning.army.mil/usarsa/index.html
http://www.geocities.com/CapitolHill/Congress/5386/soa.html
http://www.geocities.com/Wellesley/1114/soa.html

Sports Page: I.O.C. Training Camp

1. Why is the Savannah International Training Center closing? Why is the timing of this closure especially bad? Who will be most affected?

2. Explain the controversy surrounding this camp and the I.O.C. How are some U.S. politicians attempting to get involved in the situation? What is the U.S. Olympic Committee doing to help? In your opinion, should the United States government try to keep the center open? Why or why not?

3. In recent months, allegations of scandal have tainted the image of the International Olympic Committee. What is the source of these allegations? Have students conduct research to learn more about the charges against the I.O.C. and some of its members. Share student findings. Inform students that yesterday I.O.C. Chairman Juan Antonio Samarch was scheduled to appear before U.S. lawmakers to assure them that the I.O.C. is serious about repairing its image. Do students think that image is improving? Discuss the catastrophic consequences for I.O.C. revenue-raising efforts and projects, like athlete training camps, if the Committee's image cannot be repaired.

LINKS:
http://www.olympic.org/
http://www.horizon.olympic.org/e/horizon_pro_e.html
http://www.argonauts.on.ca/SlamOlympicScandal/home.html

Inside Africa : Troubled Forest

1. What is happening to South Africa's Dukuduku Forest? Who is responsible? When did the destruction of this forest actually start? What recent activities have accelerated the destruction?

2. How is South Africa's government attempting to address this situation? How do the sugar cane farms purchased by the government serve a double purpose? Are all the forest dwellers willing to be relocated? Explain.

3. The South African government is concerned about the Dukuduku Forest not only from an ecological perspective, but from an economic one as well. It is worried about the loss of

ecotourism revenue. Challenge students to find out what ecotourism is and learn more about other ecotourist attractions around the world. Share student findings. Based on what they have seen in the video, do students think the Dukuduku is a good ecotourism destination? Why or why not?

LINKS:
http://users.iafrica.com/w/wo/wolfgil/Data/vegrsa/veg3.htm
http://www.wildnetafrica.com/wildlifearticles/africanwildlife/1998/janfeb_moving.html
http://ecotourism.miningco.com/travel/ecotourism/index.htm
http://ecotourism.miningco.com/travel/ecotourism/library/weekly/aa990903.htm

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EDITOR'S NOTE:
alumni
human rights
International Olympic Committee
ecotourism
sangomas

NEWSROOM CHRONICLE

Y2K and YOUth Finale

1. What is Y2K? Why are some people concerned about the Millennium? How might Y2K problems impact schools? How are schools dealing with Y2K? How many school districts in the U.S. have yet to become Y2K ready?

2. What are the "two basic concerns" related to becoming Y2K compliant? What is a "self-fulfilling prophecy"? How might people's self-fulfilling prophecies influence the societal impact of Y2K? Why do you think young people aren't as concerned about Y2K as adults are? Do you agree with the views of the teenagers in the video? Are their attitudes healthy or do you think they are in denial? Explain.

3. Refer students to the websites below to learn more about how the U.S. Department of Education and individual schools are preparing for Y2K. Group students. Have each group prepare a written and oral report about the Y2K status of a school within your district. Each group should identify the administrator who is responsible for ensuring that the school is Y2K compliant. After each group presents its report, have students compile a list of Y2K problems that need to be addressed in the different schools. Then, invite the Y2K school administrators to your class to talk about Y2K and the students' findings.

LINKS:
http://www.ed.gov/offices/OCIO/year/
http://www.ed.gov/offices/OCIO/year/links.html

EDITOR'S NOTE:
Y2K
self-fulfilling prophesy
schools
U.S. Department of Education
technology

computers

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 17, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50... 02:25
Top Story ... 02:55... 05:15
The Portuguese colony of Macau will soon revert back to Chinese sovereignty.
Look Ahead ... 00:25... 05:40
Dec. 17: Space Shuttle Launch

YOUR DAILY DESK ... 00:50... 06:30
Editor's Desk ... 02:40... 09:10
Hollywood stars support philanthropic causes.

WORLDVIEW ... 00:45... 09:55
Top of the World ... 04:00... 13:55
Moslems plan to build a mosque near a Christian holy site.

FYI: Russian Pyramid ... 03:05... 17:00
Alexander Golod believes pyramids affect health and nature.

Culture Watch ... 02:20... 19:20
London is the site of two major Millennium attractions.

NEWSROOM CHRONICLE ... 00:40... 20:00
Millennium Voyage: Hindu Wedding ... 07:45... 27:45
Students attend a Hindu wedding in India.

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Macau Transition

1. Where is Macau located? What kind of transition is about to occur in Macau? How are the people of Macau responding to the transition? Why is crime a problem in Macau? What is China going to do about the crime in Macau? How will Macau's gambling industry be affected by the transition?

What problems and concerns are associated with the transition? Why is the acquisition of Macau important to China?

2. What is colonialism? Have groups of students research the history of Portugal and its colonization of Mozambique, Angola, and East Timor. What were the benefits and drawbacks of colonization for both Portugal and its colonies? When and why did Portugal give up control of these colonies? Describe the circumstances surrounding the withdrawals. Why were the results of the withdrawals considered "catastrophic"? When and under what circumstances did Portugal assume control of Macau? Compare Portugal's role during the transition of Macau to its role during the withdrawals from its other colonies. Then ask students: How has Portugal's turbulent political past influenced its policy regarding Macau?

3. Refer students to multimedia resources to investigate how the transition of Macau compares to Hong Kong's transition to Chinese sovereignty in mid-1997. Divide your class into two groups. Have each student from the first group assume the role of a person from Hong Kong, and have each student from the second group assume the role of a person from Macau. Instruct each student to write a letter to a pen pal from the other country, describing their country's transition to Chinese rule. Before writing their letters students should research their country's history, politics, demographics, industries, economy and social issues prior to its transition to China. After students have read their letters, have them identify the difference between Macau and Hong Kong's transition to Chinese rule.

LINKS:
http://cnn.com/ASIANOW/time/magazine/99/1220/macau.handover.html
http://cnn.com/ASIANOW/asiaweek/intelligence/9912/13/
http://www.macau.gov.mo/indexe.shtml
http://www.macau.gov.mo/e_transition.htm
http://www.macau.gov.mo/e_chronology.htm
http://cnn.com/ASIANOW/asiaweek/magazine/99/0910/history.html

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EDITOR'S NOTE:
Hong Kong
Macau
colonialism
Special Administrative Region of China

YOUR DAILY DESK

Editor's Desk: Philanthropic Stars

1. What is philanthropy? Which celebrities are mentioned in the story? What causes do they support? Why do they support these causes?

2. Why do you think the cost of medical research is so high? In your opinion, why do celebrities endorse philanthropic causes? Encourage students to research their favorite actors or media personalities to see if they are connected with charities or foundations. If so, have students prepare presentations about these celebrities, their causes, and the impact of their philanthropic efforts. Ask students: If you were a wealthy celebrity, what cause would you support? Why?

LINKS:

http://features.yahoo.com/webceleb/brosnan/
http://entertaindom.ultimatetv.com/news/bn/0716breast.html
http://www.etonline.com/html/NewsItems/3171.2.html
http://www.mayohealth.org/

EDITOR'S NOTE:
philanthropy
public crusade
celebrity

WORLDVIEW

Top of the World : Nazareth

1. What Christian holy site is located in Nazareth? Why is this church a sacred place, especially to Catholics? What do local Moslems want to do near this church? How has the Vatican reacted?

2. What happened last Easter that demonstrates the tension that exists in Nazareth between Moslems and Christians? Who do both sides blame for this tension? Why? What is the Israeli government's response to these charges?

3. Explain the compromise that has been achieved between Moslems and Christians regarding the building of the Nazareth mosque. Why is this "a compromise that will please no one"?

4. Ask students how they would have resolved the mosque dilemma. Would they have allowed the building of the smaller mosque, as in the compromise plan? Have students begin by researching the significance of this site to Christians. What is the Basilica of the Annunciation? Why was it built? Then have students use their information to discuss the issue at length. What are the short and long-term consequences of the current compromise? Do students think the compromise will facilitate better relations between Christians and Moslems in the Holy Land? If the previous government of Israel sanctioned the mosque site, should Israel's new government abide by it? After discussion, have each student write a position paper stating what he/she would have decided on the mosque issue.

LINKS:
http://www.nazareth.muni.il/home.html
http://www.greatjubilee2000.org/Holyplaces/Nazareth/Basilica_of_the_Annunciation/basilica_of_the_an
http://www.cin.org/users/james/index.htm
http://www1.huji.ac.il/jeru/jerusalem.html

FYI: Russian Pyramid

1. Who is Alexander Golod? What is the focus of his experiments? What powers does he believe that pyramids possess?

2. According to Mr. Golod, how do pyramids "create balance"? Why is he building a network of pyramids? Do you think his time and efforts are well spent? Explain.

3. Mr. Golod's theories about the power of pyramids may or may not be valid, but throughout history

some civilizations have built pyramid structures for spiritual purposes. Direct groups of students to conduct research to learn more about pyramids, especially those constructed by ancient civilizations and the mysteries surrounding them. Share group findings. Have groups combine their information into a website or resource on mysteries and facts of the ancient pyramids.

LINKS:
http://www.webcom.com/nattyreb/rastafari/egypt.html
http://www.pbs.org/wgbh/nova/pyramid/explore/
http://www.limatours.com.pe/infnoki.htm
http://simpworld.com/creative/main/egypt.htm
http://www.parascope.com/en/bermuda3.htm
http://www.portalworld.com/ancient.htm

Culture Watch : Millennium Dome vs. The Wheel

1. Describe the large two Millennium attractions that can be found in London. Which of the two is larger and more costly? According to a recent poll, what do most British citizens think of the Millennium Dome? How is the Dome funded?

2. How is the London Eye funded? How does its cost compare to that of the Millennium Dome? Which do you think has more consumer appeal among the British? Why? How are both of these attractions expected to impact Great Britain's economy over the next year?

3. If there are any Millennium attractions in your area, generate a class discussion about their construction and operating costs and general consumer appeal. Next, challenge students to come up with their own ideas for Millennium attractions, such as rides, museums, interactive exhibits, etc. Have each group create a diagram or model of its idea and share it with the class.

4. In the previous segment, we looked at pyramids and the modern man's fascination with them. What do students think future generations will think of structures like the Millennium Dome and the London Eye? Challenge each student to write a futuristic short story about a significant building or structure that existed in 1999 that is under examination in the year 3000.

LINKS:
http://millennium.greenwich2000.com/experience/index.htm
http://www.qaphotos.com/milleniu.htm
http://news.bbc.co.uk/hi/english/static/special_report/1999/11/99/millennium/default.stm
http://www.british-airways.com/londoneye/

EDITOR'S NOTE:
basilica
mosque
Vatican
crystals
ionic energy
River Thames

NEWSROOM CHRONICLE

Millennium Voyage: Hindu Wedding

1. Where in India did the students visit? How many people live in India? What percentage of Indians are Hindu? What is the role of religion in India?

2. What type of marriage did the students attend? What is a caste? According to many Indians, what is the purpose of marriage? What are the differences between an arranged marriage and a "love marriage"? What is the role of the family in India?

3. What type of marriage did the students attend? What is a caste? According to many Indians, what is the purpose of marriage? What are the differences between an arranged marriage and a "love marriage"? What is the role of the family in India?

4. "In one form or another marriage has existed almost as long as civilization itself." Refer groups of students to Internet resources, including the websites below, to prepare reports about marriages in different cultures. Each group should identify the customs and rituals of a marriage ceremony, and how these customs and rituals reflect societal laws, rules, customs, beliefs, and attitudes about the rights and duties of the man and woman. Following the presentations, instruct students to design their own marriage ceremonies. Challenge students to select or create rituals that reflect their individual beliefs. Have students share their ideas and discuss the symbolic significance of their ceremonies.

LINKS:
http://webhead.com/WWWVL/India/
http://www.hindunet.org/
http://weddings.about.com/msub8.htm?rnk=r8&terms=Weddings+In+Different+Cultures&PM=112_300

EDITOR'S NOTE:
Hindu
Brahmin
arranged marriage
caste
progeny
rituals
sari

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